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Teaching's Toughest Critic

Art Wise Wants To Make It Hard To Become A Teacher. Very Hard.

Page 9

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PRESIDENT'S VIEWPOINT

A Strategy for Human Investment

The latest report from the Committee for Economic Development is packed with as much good sense as any education reform document I've come across since the 1983 release of *A Nation at Risk*.

The CED report—titled *The Unfinished Agenda: A New Vision for Child Development and Education*—rests on the insight that the problems plaguing our schools take root outside the school environment—and they take root early:

The heart of the CED strategy for reform follows from this insight: solutions that "focus on the school system alone will continue to fail."

The CED's insistent message is that old habits must go. Our nation, says CED, cannot continue to assume that education problems belong to educators alone: "our public and private-sector institutions, including the family, must do a better job of preparing children for formal schooling by ensuring that they are born healthy and receive the physical and emotional nurturing and intellectual stimulation necessary for successful early childhood development."

CED then calls for "a comprehensive and coordinated strategy for human investment." This strategy, says CED, demands redefining education as a process that begins at birth—and redefining preparation for education as a process that begins at conception.

Every moment we delay implementation of this human investment strategy, says CED, "we are jeopardizing America's survival as a free and prosperous society."

NEA President
Keith Geiger

The investment that will free America from jeopardy must be both human and financial. *The Unfinished Agenda* states that at a minimum, the federal government must come forth with an extra $10 billion to provide prenatal care, diet supplements for pregnant women, childhood immunizations, quality child care, and quality preschool for three- and four-year-olds.

The members of the Committee for Economic Development are predominately top-flight business executives from roughly 200 of America's most prestigious corporations.

But CED members know that an investment in early childhood development is not just fiscally sound; it's fiscally imperative. Early intervention is costly. Failure to intervene early is far more costly:

► Over the course of their lifetimes, every "class" of high school dropouts earns roughly $237 billion less than a class of graduates. This translates into a net loss of $70 billion in tax revenues.

► Each year, taxpayers spend $16.6 billion to support the children of teenage parents.

► More than 80 percent of all U.S. prison inmates are high school dropouts. The average annual cost of maintaining each prisoner: $20,000. In contrast, says CED, one year of preschool costs $4,888. And research tells us that one year of high-quality preschool reduces the chance of arrest during the teen years by 40 percent.

The CED message is not complex: We can pay now—or pay much more later.

Let me give added weight to this point by quoting another report on education and the economy: "Any plan for major improvements in the development and education of disadvantaged children that does not recognize the need for additional resources is doomed to failure. The price of action may seem high, but the costs of inaction are far higher." "

This last passage comes from the 1987 CED report *Children in Need: Investment Strategies for the Educationally Disadvantaged*. And *Children in Need* was a sequel to CED's 1985 report *Investing in Our Children: Business and the Public Schools*.

Three times in six years CED has produced reports documenting the case that education expenditures are not consumption but investment. And still we await federal responsiveness to this reasoned plea. Still we await fiscal policies based on the long view, not the political quick fix.

Many of you may recall that the theme of our 1990 Representative Assembly was "It's Time for Action." I suspect that CED agrees. And I suspect that CED fears precisely what our Association fears: that we are nearing the day when it will be too late for action.

That's why our Association plans to keep up the pressure. And that's why we hope that America's elected officials take care to read the latest CED report—and then take heed.

Inside

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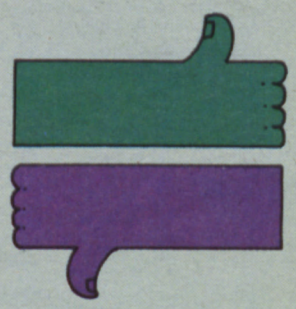
No, says an Upper Marlboro, Maryland, teacher who thinks all kids need a multicultural approach. Absolutely, counters an Indianapolis teacher who asserts that multicultural is a dream, Afrocentric is real.



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NATIONAL NEWS

STATE BUDGET SQUEEZE: THE SEQUEL

Faced with million, even billion, dollar deficits, state lawmakers are pulling old tricks out of old hats, juggling priorities, and playing shell games. Mostly, it seems, they're taking money from education.

To insiders on Wall Street, the recession may be nearly over, but to legislators on State Street and educators on Main Street, it rages on.

In an earlier article, *NEA Today* looked at how school districts are responding to looming state budget deficits ("The Big Squeeze," December '90). Now the sequel: how are state legislators responding?

They're scrambling for quick-fix solutions. According to the National Governors' Association, at least 30 states face severe budget troubles. And, while scripts vary from state to state, desperate politicians think alike: most want yet another round of cuts from education.

Here's a glimpse of the proposals—and the awards they should have won on Oscar night.

► Competition is tough for the **Most Dramatic Cuts** award. With an estimated $7 billion state deficit and Gov. Pete Wilson's attempt to suspend Proposition 98, California's educators are up against the wall. (Proposition 98, passed by voters in 1988, guarantees education 40 percent of the state budget.)

More than 120 school districts are running in the red. San Francisco proposes laying off more than 1,300 teachers and closing some schools; Los Angeles may lay off thousands.

Massachusetts districts, too, are faced with massive cuts in state aid. In Natick and Malden, school officials are closing middle schools to save money, an educationally unsound move.

Largely because of budget cuts, 21 Massachusetts high schools are in danger of losing accreditation.

The New Jersey General Assembly recently approved a measure to divert $360 million from education to municipal tax relief and place spending limits on most school districts.

Just north, it's the deficit that ate New York. With deficit projections running as high as $9 billion, New York's schools lost $192 million last December. Now the governor wants to cut an additional $891 million. The total hit: $1 billion.

► **Least Original Screenplay** goes to the state legislators who look to teacher pension funds as sources of cash. Since 1985, seven states have deferred, delayed, or canceled contributions to their teacher pension funds; 15 have reduced employer-contribution rates for teacher pension funds.

► **Best Performance in a One-Man Show** goes to Connecticut Governor Lowell Weicker for his insistent campaign to introduce income taxes in a state that's long resisted them.

The state's in deep trouble: its $2.4 billion budget gap represents one-third of all state spending. Even if Weicker's 6 percent income tax passes, schools won't be spared. The governor's 1991-92 budget calls for a cut in state aid to nearly half of Connecticut's school districts.

► **Worst Foreign Film** goes to the *Sorrow and the Pity* remake still playing in Texas. Like a bad foreign film, the Texas legislature's problems in coming up with an equitable school funding formula have been going on so long and are so complex that no one can follow the plot anymore.

► **Best Diversionary Special Effects** goes to Minnesota. As one MEA staffer says, "When there's not enough money to spend, all kinds of 'reform' ideas come up." While some may have merit, most simply divert attention from critical budget needs.

This time, it's "chartered schools." Modeled after the Chicago school revolution, this plan would establish a panel—similar to a school board—to oversee each individual school, not a whole school district.

► **Worst Choreography** goes to Maryland legislators, who are coping with their budget deficit by freezing state employees' salaries—and are trying to freeze school employees' salaries, too.

Local districts that use state money to increase teachers' salaries could lose 25 percent of state aid.

► **Worst Director** goes to President Bush for utter lack of leadership. His new budget proposal actually cuts education funding. This film was supposed to star an "Education President," but the leading role's gone unfilled.

—*Stefanie Weiss*

LOOKING AHEAD

► April 15-21 is "Education First!" week on television. ABC, CBS, NBC, Fox, and several cable networks will run at least 32 hours each of pro-education programming.

► The American Library Association's "Night of 1,000 Stars" will be held April 17, during National Library Week. Celebrities will read aloud from their favorite books at thousands of libraries across the country.

► The first National Children with AIDS Awareness Day observance will take place June 11 in Lafayette Square, Washington, D.C.

NEA Works To Meet National Goals

A year ago, President Bush and all 50 governors established six national education goals. That same day—February 25, 1990—NEA established a National Center for Innovation to help NEA members working to restructure education.

To mark the one-year anniversary of these two linked events, NEA President Geiger met with reporters recently to detail NEA member efforts toward meeting the national goals.

So far, NEA members, with help from the National Center, have established:

► school district-based Learning Laboratories in 15 states,

► school-based restructuring projects aimed at curricular reform in five states, and

► 57 local dropout prevention programs in 23 states.

Geiger also cited NEA's Health Information Network, Christa McAuliffe Institute for Educational Pioneering, and other projects as evidence of progress.

The six national education goals bear repeating. By the year 2000, the goals will be met if all children start school ready to learn; the dropout rate is down to 10 percent; students demonstrate competency in challenging subject matter; U.S. students stand first in the world in math and science; all adults are literate; and all schools are safe and drug-free.

Teacher Prep Overhaul

NEA's National Center for Innovation launched a new program last month designed to "shake up the status quo of teacher preparation."

The initiative will establish new working relationships among colleges of teacher education, local school districts, and NEA state affiliates in Maine, Kentucky, and Tennessee.

The goal: a collaborative redesign of teacher education so new teachers will be prepared to take risks, think in new and different ways, and embrace new approaches to helping students learn.

Acting Against AIDS

New York City's Board of Education took a big step in the fight against AIDS recently when it narrowly approved a controversial plan to make condoms available on request to the city's 250,000 high school students. The *New York Times* called the plan the "most far-reaching in the nation."

New York City is home to about 3 percent of the nation's 13-to-21-year-olds but accounts for 20 percent of the nation's AIDS cases in that age group.

Casting the decisive vote, one board member said, "On behalf of a child's right not to lose his or her life to AIDS, I vote yes."

HIGH TECHNOLOGY

Does Your School Have ENOUGH COMPUTERS?

In Washington state, one school has more than 200 computers and the faculty is eager for more. In Mississippi, it sometimes seems one computer per grade is one too many. How many computers is enough? The answer's not in the numbers.

IN MISSISSIPPI

In the corner of third-grade teacher Gaye Kelley's desk, near her attendance book and past the colored pens, sits a stack of cash register receipts from the Jitney Jungle, the local grocery store in Laurel, Mississippi.

Like the rest of her colleagues at Shady Grove Elementary School, Gaye Kelley collects the receipts from her students and their families, from friends, and from local businesses.

The collection has a purpose—$85,000 in receipts equals one Apple computer; $50,000 means a printer; and $25-30,000 brings some computer software.

Like many schools across the country, Shady Grove works with its local grocery store to bring technology into its classrooms. For most of those schools, the receipt program is just one more way to get computers. But for Shady Grove, it's the *only* way.

"Our first grade alone raised enough receipts for one computer," says Kelley, who shares a computer with another teacher. "That brought the total number of computers for the entire school to five—for 680 students."

"Having just one computer can be a distraction," notes Kelley. "I can use it to demonstrate a point, or as a reward for students who finish early, but I can't use it to teach the whole class.

"You might say it would be better to have no computers at all—but we can't do that," adds Kelley. "What we really need are enough computers to get the entire class going."

Fourth grade teacher Ann Martin puts it this way: "I see what I can do with my students now, and I know I can do more." Martin's students collected enough receipts for one of the school's computers.

But Shady Grove has little choice. Jones County has no funds for technology. The district is struggling to maintain the education budget it's got.

"And when you're talking about buying buses or books versus buying computers, what do you say?" says Shady Grove principal Sue Meadows.

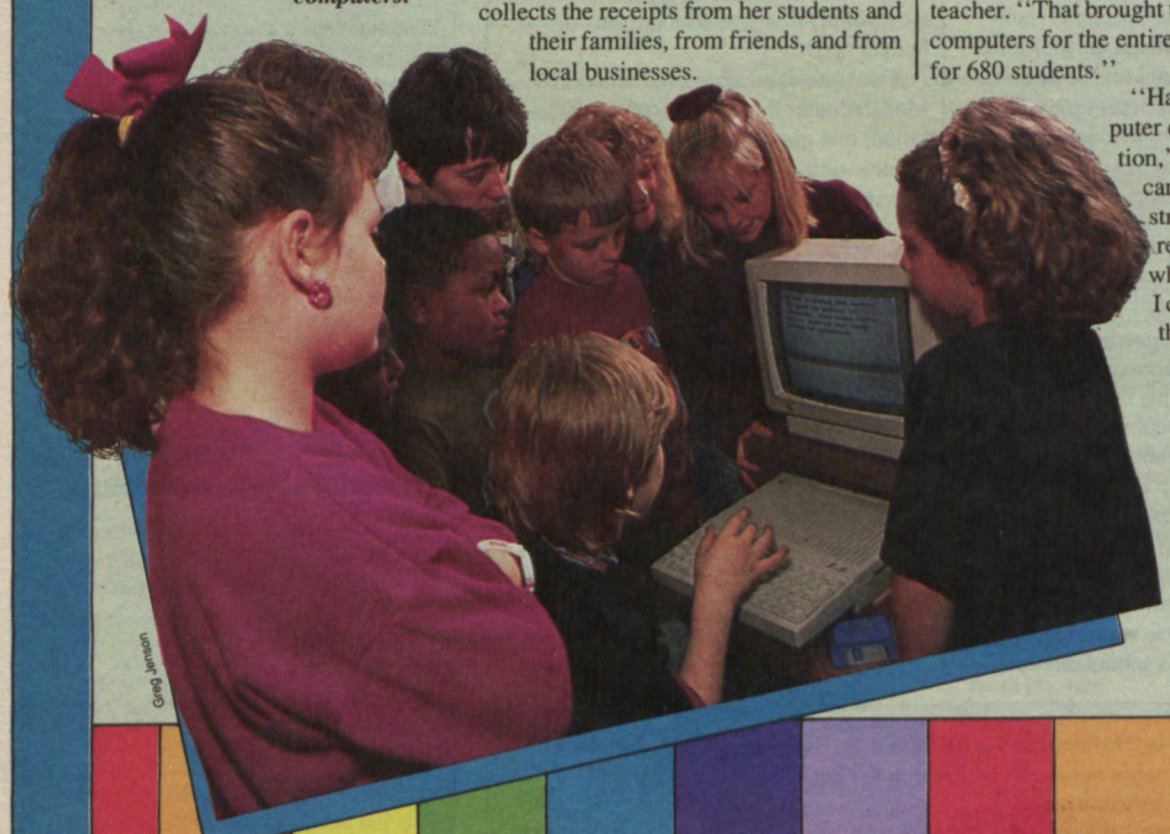
Help may come soon. Two years ago, California financier Richard Riordan pledged to add $7 million to the state's $6 million to make computer labs available to every kindergartner and first-grader in every school in Mississippi.

So far, just 40 of 523 planned computer labs are up and running. Another 41 will be installed by the end of the year. Shady Grove has applied for one of the labs.

Meanwhile, Gaye Kelley and her colleagues continue their step-by-step trek to hi-tech—taking computer courses at a nearby university, examining public domain software for classroom use, and publicizing Shady Grove's schoolwide fundraiser for software.

And they continue to collect receipts from the Jitney Jungle.

—Anita Merina



Shady Grove students gather round one of the school's five computers.

© Greg Johnson

A Typical Story: Teachers Play Catch-

In 1989, the seven members of the Hurst-Euless-Bedford school board sat down with district administrators and hammered out a plan.

The objective: to computerize the district's schools. The board set as its goal a ratio of six students per computer.

With funds realized through a bond issue, the district—which serves three communities between Dallas and Fort Worth— equipped several computer labs and developed programs to bring in more computers. Teachers, meanwhile, were left scrambling to keep up with the hardware, a situation not unknown in other districts.

"We were a mixed group," recalls Margaret Hamilton, an economics teacher in the district's Trinity High School. "Some of us were eager, others were apprehensive, and many others simply didn't see a need for computers in the classroom."

MIXED RESULTS

IN WASHINGTON

There are more than 200 computers at Cougar Valley Elementary School near Washington's Puget Sound—a computer on every teacher's desk, a six-computer learning station in each classroom, a 32-computer integrated learning lab, and a 16-computer mini-lab.

Impressive? The numbers are only part of the story.

In 1983, when *A Nation At Risk* was published, the Central Kitsap Education Association sat down with administrators and community members. Their joint goal: to restructure district schools.

"One of the keys to reform was technology, but technology as a tool, not a goal," says second-grade teacher and CKEA President Cheryl Brown. "We knew we couldn't restructure without technology—but what mattered most was how we used that technology to implement the restructuring."

When Cougar Valley Elementary School opened its doors, a model for the rest of the district, it had the mark of teacher input. And nowhere was that mark clearer than on the use of technology.

There's a computer on every teacher's desk, and all of those computers are electronically linked.

"This means I can plan lessons with a colleague even if we don't have the same planning period," notes Barbara Stark. "And I can enter grades and attendance records in minutes. That gives me more time to address my students' needs."

Next to the computer on every Cougar Valley teacher's desk is a critical piece of technology most people tend to forget: a telephone, complete with a voice-mail system. Cougar Valley parents can leave messages for their child's teacher, and teachers can make calls without waiting.

Teachers and students aren't the only ones with computers at Cougar Valley. Food-service, custodial, and secretarial staff also are linked into the network with computers and printers.

Gathering support for the network wasn't easy.

"At first, business and community leaders resisted the idea," recalls Cheryl Brown. "They couldn't understand the principle behind setting up a computer network for the teachers—why not just put computers in the schools?

"Then the business leaders realized that work they'd been doing the last 20 years by computer, we were still doing by hand," Brown continues. "They were shocked."

The Central Kitsap experience mirrors the guidelines set out by NEA's Special Committee on Education Technology.

In its 1989 report, the committee called for a computer on every teacher's desk. It advocated employing technology to enrich teachers' lessons and student learning. But, the committee emphasized, teacher involvement is critical to any attempt to integrate technology into instruction.

At Central Kitsap, the Association and district administration agreed from the very beginning that teachers would be involved in all planning. Today, teachers screen software and act as trainers for the District's computer network.

"Having our Association part of the plan was a godsend to us at Cougar Valley," says third-grade teacher Barbara Stark. "We were jumping off a cliff into the future, and it gave us a safety net.

"This process has literally transformed my role in the classroom," Stark continues. "I'm no longer the sole dispenser of information. Using the computers, the students became active learners, not just passive absorbers."

"A lot of schools have more computers than we do," says Cheryl Brown. "What makes the Central Kitsap district so different is that we helped design the plan, developed the infrastructure, and created an environment where anything is possible."

—*A.M.*

"One of the keys to reform is technology, but technology as a tool, not a goal," says Central Kitsap Education Association President Cheryl Brown (photo below).

Carolyn Salisbury

Up to Hardware

When the computer training began, many teachers were nervous.

"It was harrowing at first," recalls Eileen Thomas, who teaches economics along with Hamilton. "We knew nothing about computers, not even how to turn them on. Training a group like us was going to be a real challenge."

Margaret Hamilton recalls one early session: "When we were told to initialize our disks, one of us took out a pen."

But Trinity teachers, despite the rocky start, were able to catch up.

"We knew that if we were going to prepare our students for a world with technology at every turn, we had to become skilled ourselves," says English teacher and HEB-TSTA President Joan Embry.

Today, Trinity teachers say the sky's the limit.

"Paperwork takes just a few minutes—and that frees us to find wonderful uses for the computers," says Eileen Thomas.

Hamilton and Thomas even create their own curriculum and lesson plans on computer, using software programs.

"A year ago, we didn't know how to turn computers on," says Margaret Hamilton. "Now, we don't want to turn them off."

—*A. M.*

A Texas two-step: computers take the lead, teachers soon follow. Below, Bel Air Elementary students hard at work; at right, Trinity High School economics teacher Margaret Hamilton.

Donna Bagby

HUMAN RIGHTS

Teaching the Bill of Rights

For educators throughout the nation, 1991—the 200th anniversary of the ratification of the Bill of Rights—is a year for helping students understand how the Constitution protects individuals' civil liberties.

In Fairfax County, Virginia, Walt Mika is helping his senior government class at Lake Braddock Secondary School in Burke focus on human and civil rights. A former president of the Fairfax Education Association in Virginia, Mika is a 25-year veteran social studies teacher.

Mika is also a Virginian, and Virginians can be proprietary about the Bill of Rights. Virginian James Madison spearheaded the effort to get the Bill of Rights—the first 10 amendments to the Constitution— ratified en bloc. And December 15, the date in 1791 when Virginia put the Bill of Rights into effect by ratifying it, is the day the President annually proclaims as Bill of Rights Day.

Mika begins his Bill of Rights unit by having the students read the amendments to the Constitution. But not in order.

"I believe that students must first understand the evolution of the Bill of Rights as law, so I group them by topic," Mika says.

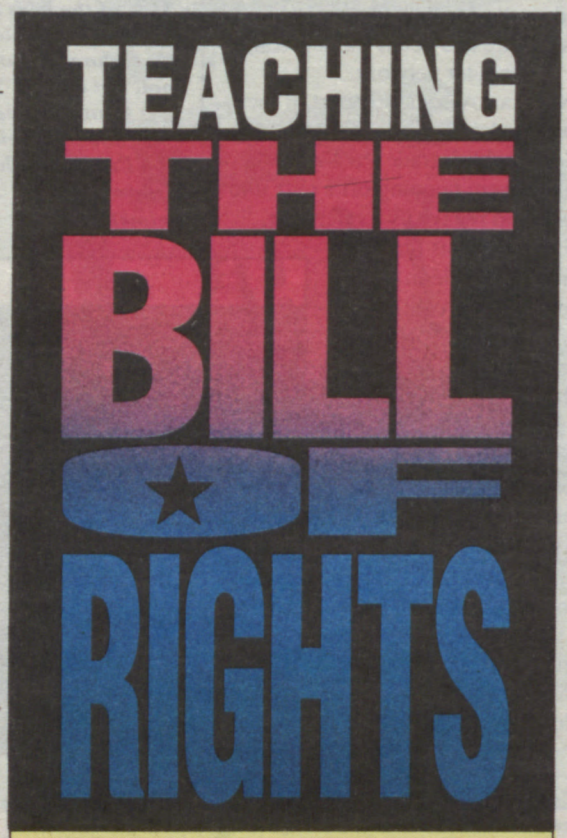
This approach enables students to see themes that evolve over time, as later amendments extend protections not covered in the original document. Such as the 13th, 14th, and 15th Amendments, which extend Bill of Rights protections to minorities; the 19th, which extends voting rights to women; and the 26th, which extends voting rights to all citizens age 18 and older.

The Bill of Rights unit always sparks lively classroom discussion. Sometimes almost too lively. Mika's advice to colleagues: "Don't duck topics the students feel strongly about, such as affirmative action, anti-war protests, gun control, and school prayer.

"These are the topics that make the historical Bill of Rights meaningful in today's world," he says.

"But be sensitive to students feelings," he adds. "Most students will express strong feelings on a controversial issue unless their feelings run too deep."

Another citizen with advice on teaching about the Bill of Rights is former U.S. Supreme Court Chief Justice Warren Burger.



The Bill of Rights is 200 years old this year. Do your students understand the importance of this cornerstone to our democracy?

Chief Justice Burger currently chairs the Commission on the Bicentennial of the United States Constitution.

Burger has worked with elementary and middle school students studying the Constitution. On the basis of his experiences, he asks teachers to emphasize reading aloud.

"Give each student a copy of the Bill of Rights," he says, "then lead the class in reading it aloud. Or assign one amendment to each student or group of two or three students, and ask them to read it before the class."

In middle schools, Burger suggests, teachers could ask students to tell in their own words what each amendment means. When the students understand all the amendments, the teacher might ask them to illustrate one in a collage.

Burger calls the Bill of Rights an important first step in fulfilling the promise of the Declaration of Independence. Use the resources listed below to help make that promise real for all students in your school.

—Mary Faber
NEA Human and Civil Rights

Resources

► *A Place of Resounding Deeds: A Tour of the U.S. Capitol Building* (a half-hour guided tour of the Capitol on VHS cassette, recording dramatic events of history. Available for $29.95 (including postage and handling) from the United States Capitol Historical Society, 200 Maryland Avenue, N.E., Washington, DC 20002.

► Educational material on the Bill of Rights and a pocket copy of the Constitution. Available free (while supplies last) from Information Services, Commission on the Bicentennial of the United States Constitution, 808 17th Street, N.W., Washington, DC 20006.

► *American Law Sourcebook for the Classroom Teacher.* Classroom materials and reference information for use in developing high school law education programs. Available for $15 plus $3.95 shipping and handling from the American Bar Association, Order Fulfillment Department, 750 N. Lake Shore Dr., Chicago, IL 60611. (Specify title and product code #5490090.)

Commemorative Events

► Law Day May 1. Programs for schools, bar associations, and other groups. The theme for Law Day is "Freedom Has a Name: The Bill of Rights."

► Independence Day-July 4. Festivities honoring the Bill of Rights.

► Constitution Week-September 17-23. Public readings of the Constitution and Bill of Rights, bell ringing, and dedication of parks and monuments.

► A national "Teach About": a year-long effort by schools to teach about the Constitution and Bill of Rights, culminating the week of December 9-13.

► Special commemorative ceremonies on Bill of Rights Day (December 15).

WASHINGTON WATCH

Bill Ford: A New Power

As President and Congress turn from war to peace, a veteran education policymaker moves into the top slot on the House Education and Labor Committee.

He is Rep. William Ford, a Michigan Democrat. Longtime chair of the Subcommittee on Postsecondary Education, Rep. Ford succeeds retiring Rep. Augustus Hawkins as chair of the full Committee.

Will we have an "Education President"?
The Education and Labor Committee is willing to help make the President the Education President if that's what he wants to be.

But can you work with the President's education agenda—with school "choice?"
"Choice" can mean different things to different people. As of today [March] we have no bill from the Administration, so I'm not quite sure what the President means.

I know I can't support any form of "choice" that's merely a public relations gimmick and not a sincere commitment to improving schools.

But this year the focus is on higher education?
Yes, it's the Higher Education Act that's up for reauthorization. One of my goals is to increase the proportion of grants as opposed to loans in the college student aid program.

Doesn't the Higher Ed Act also have K-12 programs?
Yes, take Title V. It includes the McAuliffe scholarships for teachers and a program to help adults in other fields, like science, train as teachers.

Do you also see education support staff as a pool of potential teachers?
Yes, and of minority teachers as well. A Michigan program that sends paraprofessionals first to a community college then to a university could serve as a model for a federal program.

Do you support—as the NEA does—federal funding for the national teacher standards board?
Yes. There's already $5 million appropriated, and we're trying to get that money authorized so it can be spent. Then we'll try for longer term support—as much as we can get—probably using the Higher Education Act as a vehicle.

How will the Family Medical Leave Act and the Civil Rights Restoration Act—both vetoed by the President in the last session—do this year?

The Committee will approve both those bills early this year. I'm confident the Congress will also approve them. I'm hopeful the President will sign them.

Local Look

IOWA

Schools Seek Limits On Student Jobs

"Students' jobs are taking the place of extracurricular activities, social lives—everything," says Ottumwa High School science teacher Ted Buttel. "And for the third of our students who work more than 20 hours a week, academics are suffering, too."

To help students achieve a better balance, Buttel and other NEA members approached the Ottumwa Chamber of Commerce for assistance.

Last month, the Chamber's Education Committee—chaired by NEA member Ann Youngman—sent a letter to area employers asking them to curb the number of hours students work, particularly on Sunday through Thursday nights.

The educators' message: Good students ultimately make better employees.

"We're raising awareness on the school level, with parents, with businesses, and with individual students," Buttel says. Maybe even on a higher level: Iowa's legislature is now considering a statewide bill to limit the hours students can work on school nights.

KENTUCKY

County to Teachers: No Layoffs in 91-92

In Jefferson County, there will be no teacher layoffs during the 1991-92 school year.

That's not just wishful thinking, that's reality—thanks to a new clause bargained by the Jefferson County Teachers Association (JCTA).

In addition to the no-layoff clause, the Jefferson County Board of Education agreed to pay for the retraining of teachers threatened with layoff. For those interested, the district will pay for course work that leads to certification in another subject area.

"That means you now have a chance to go back and get recertified in an area that's always interested you," says JCTA President June Lee.

The historic "memorandum of agreement" states that the district will even provide job placement services for any members who decide to leave teaching altogether.

IN PENNSYLVANIA

Pennsylvania's Iroquois Education Association bike time trials have become an annual rite of spring and fall for hundreds of bikers.

Bikers Race for Scholarship Funds

When the Iroquois Education Association decided to start a scholarship program, the 83 IEA members looked for a project that would reach beyond their community—the smallest school district, geographically, in Pennsylvania. Their answer: bike time trials.

The scholarship, which has grown from the original $300 to $1,000, goes to an Erie high school senior who plans to become a teacher.

The first trials, in 1985, drew 123 riders; the fall 1990 trials attracted 480. The school district is near Erie, and about two thirds of the riders are from the local area. Others come in from across Pennsylvania, Ohio, and New York State—some from West Virginia, Maryland, Iowa, and Maine.

Local enterprises chip in to pay for supplies. In 1989 Erie's Hamot Hospital Sports Medicine Center volunteered to become major sponsor.

But the project is succeeding in more than fundraising. The time trials are becoming a regular family event in the community, and beyond. Several dozen riders are usually in the under-nine category; so far the oldest has been 77.

Unlike racers, time trial participants start one by one. They're just as likely to be competing against their own past performances as against the other bikers.

Sending out the riders at 15-second intervals takes from 7:30 until about 11 a.m. Most people finish in about 40 minutes. While they wait for the others—and the award ceremony—Hamot Hospital provides lectures on issues from heart rate monitoring to nutrition, helmets (mandatory for the time trials) to aerodynamics.

Besides giving out a scholarship each year, IEA has socked away more than $20,000 toward a fund that can pay scholarships out of the interest it draws.

"We enjoy working on the event, but we can't expect to keep it up forever," says former IEA President Bob North, who had the idea in the first place. "After all, for teachers, September and May are the toughest times of year."

"This far-reaching agreement is a positive investment in our teaching staff," adds Lee. "It gives our members the opportunity to retool and ensures the District's commitment to its current employees."

NEW MEXICO

Fire One, Fire Two... Administrators

That's right, administrators—five of them, including the superintendent— were put on leave with pay only days after a new school board majority took office in West Las Vegas.

The three new board members were elected with the support of NEA-West Las Vegas—the first time the local had ever endorsed candidates for office.

"Our members were sick of filing lawsuits and grievances," explains Jane Lopez, immediate past president of NEA-West Las Vegas. "Sick of the at-will firing of 13 employees (most of them classified), sick of discrimination against women seek ing administrative jobs, sick of unilateral changes in transfer and termination policy. "Finally our members had had enough."

OREGON

Class Size On the Table

Four Oregon affiliates have made a significant bargaining breakthrough. Citing a 1990 decision by the Oregon Employment Relations Board, they've been able to bargain class size limits for the first time in state history.

The decision—the result of a case brought by the Tigard Education Association against the Tigard school district—declared class size a mandatory subject of bargaining because it affects working conditions.

Prior to the decision, administrators wouldn't agree to discuss the size of classes at the bargaining table.

This year, contracts for the Medford, Grants Pass, Eagle Point, and Central Point Education Associations all spell out class size limits.

Among contract provisions: Elementary teachers in Medford receive an hour of instructional aide time for every two students above the guideline.

For elementary teachers in Grants Pass, it's an hour of instructional aide time for every single student over.

Middle and high school teachers receive additional preparation time or relief from duty assignments if they have more students than the guidelines allow.

SOUTH CAROLINA

Bus Drivers Win Back Pay Grievance

Three York County School District One bus drivers won their grievance over sick leave benefits and collected a total of nearly $2,000.

The drivers, Helen Childress, Brenda Hensley, and Claudia Workman, took the district to court late last year after the local school board refused to pay them for sick leave used before 1988.

That was the year the state notified drivers they were eligible for the leave.

The three bus drivers sought the assistance of the York County Education Association in filing their grievance.

"We were making no progress with local school officials. They insinuated these members didn't have rights," says YCEA President Mary Campbell. "That's when we put the drivers in touch with state Association staff who helped them uphold their rights."

The district agreed to an out-of-court settlement, giving the three drivers accrued sick leave and their salary for those sick days for which they weren't compensated.

State Side

MARYLAND

A Change of Face

After years of facing off with the State Board of Education over labor issues, the Maryland State Teachers Association hopes to see a new—and more impartial—mediator.

At the urging of MSTA, two state senators recently introduced a bill transferring the mediation duties from the State Board to the Commission of Labor and Industry.

Those duties include supervising representation elections, mediating labor disputes, and administering the school bargaining laws.

Of the 35 states with teacher bargaining laws, Maryland is the only one whose State Board has mediation authority.

In the past several years, the State Board has whittled away at teacher contracts, forbidding inclusion of language on class size, content of teacher evaluations and observations, and demotions.

SOUTH DAKOTA

Twin Legislative Wins

Professionalism among South Dakota's teachers went up a notch as two SDEA-backed bills—on teacher certification and evaluation—recently became law.

The first establishes an 11-member (six teachers) state Professional Standards Board for Teaching.

Board members, to be appointed by the governor, will set requirements for certification, renewal standards, and temporary certificates. The body is advisory only.

The second bill establishes state minimum standards for teacher evaluations including their purpose and frequency, the number of classroom visits required, and employee rights during and after the process.

LOUISIANA

Court Rejects Decert

A state district court—agreeing with the Louisiana Association of Educators—recently declared the decertification of a statewide teacher evaluation system unconstitutional.

If the ruling holds on appeal, the state will not be able to use the evaluation system to revoke a teacher's lifetime certificate.

Notes LAE President Linda Day: "We have asked time and time again for the opportunity to work with the Administration so that the teachers of this state will have an evaluation system that's both fair and valid. But no one has listened. Now it's time to repeal the state system."

TEXAS

Keeping the Heat On

After intensive lobbying from TSTA members, the Texas board of education recently voted 15-1 to require school districts to show that faculty are involved in any plans that require exemptions from state requirements.

That requirement was already part of a new Texas law, but in its first draft of new regulations, the board made no mention of the requirement. TSTA members were quick to point out the board's omission.

"It's not that there are all that many requests for waivers," explains TSTA President Ollie Besteiro. "What's important is to have the state board of education on record as enforcing the law requiring faculty involvement."

WASHINGTON

Possible Strike Looms

Increased state funding for education. That's the aim of a three-year-old campaign by the Washington Education Association.

Despite statewide media campaigns on class size and education funding, a voluntary one-day walkout (15,000 members participated), and rallies at the state capitol, WEA sees no real progress toward its goal.

The Association has now served notice on state legislators: If local affiliate presidents don't see serious state commitment to a "good, solid, adequately-funded education system" by April 13, many WEA locals will strike.

Meanwhile, says WEA President Carla Nuxoll, the Association will intensify its efforts "to educate our communities about our issues, and to use that local support to convince the legislature to increase public school funding now."

U.S. CENSUS 1980-1990

Population up 10%; Nevada Grows Most

New Census Bureau estimates put the country's population at nearly 249 million, an increase of about 10 percent over 1980 figures. All but four states—North Dakota, Wyoming, Iowa, and West Virginia—and the District of Columbia showed population gains, led by Nevada's 50 percent increase.

Overall, NEA's Pacific Region grew fastest; states in the Midwest Region grew the least.

	Total resident population 1990	Percent of U.S. resident population	Percent change 1980-1990
UNITED STATES	248,709,873	100.0%	9.80%
NEA NORTHEASTERN REGION			
Connecticut	3,287,116	1.32	+5.78
Maine	1,227,928	0.49	+9.18
Massachusetts	6,016,425	2.42	+4.87
New Hampshire	1,109,252	0.45	+20.49
New Jersey	7,730,188	3.11	+4.97
New York	17,990,455	7.23	+2.47
Pennsylvania	11,881,643	4.78	+0.13
Rhode Island	1,003,464	0.40	+5.95
Vermont	562,758	0.23	+10.03
TOTAL	50,809,229	20.43	+3.40
1980-90 change	+1,672,562		
NEA MID-ATLANTIC REGION			
Delaware	666,168	0.27	+11.92
District of Columbia	606,900	0.24	–4.82
Kentucky	3,685,296	1.48	+0.65
Maryland	4,781,468	1.92	+13.40
North Carolina	6,628,637	2.67	+12.84
Ohio	10,847,115	4.36	+0.46
Virginia	6,187,358	2.49	+15.73
West Virginia	1,793,477	0.72	–8.01
TOTAL	35,196,419	14.15	+6.40
1980-90 change	+2,117,893		
NEA SOUTHEASTERN REGION			
Alabama	4,040,587	1.62	+3.87
Arkansas	2,350,725	0.94	+2.85
Florida	12,937,926	5.20	+32.83
Georgia	6,478,216	2.60	+18.56
Louisiana	4,219,973	1.70	+0.38
Mississippi	2,573,216	1.03	+2.09
South Carolina	3,486,703	1.40	+11.78
Tennessee	4,877,185	1.96	+6.24
TOTAL	40,964,531	16.45	+14.38
1980-90 change	+5,150,132		
NEA MIDWESTERN REGION			
Illinois	11,430,602	4.60	+0.11
Indiana	5,544,159	2.23	+0.98
Iowa	2,776,755	1.12	–4.69
Michigan	9,295,297	3.74	+0.40
Minnesota	4,375,099	1.76	+7.31
Missouri	5,117,073	2.06	+4.06
North Dakota	638,800	0.26	–2.13
South Dakota	696,004	0.28	+0.84
Wisconsin	4,891,769	1.97	+3.96
TOTAL	44,765,558	18.02	+1.46
1980-90 change	+642,387		
NEA WESTERN REGION			
Arizona	3,665,228	1.47	+34.86
Colorado	3,294,394	1.32	+14.04
Kansas	2,477,574	1.00	+4.84
Nebraska	1,578,385	0.63	+0.53
New Mexico	1,515,069	0.61	+16.55
Oklahoma	3,145,585	1.26	+3.98
Texas	16,986,510	6.83	+19.38
Utah	1,722,850	0.69	+17.92
Wyoming	453,588	0.18	–3.66
TOTAL	34,4839,183	13.99	+16.03
1980-90 change	+4,813,799		
NEA PACIFIC REGION			
Alaska	550,043	0.22	+37.35
California	29,760,021	11.97	+25.74
Hawaii	1,108,229	0.45	+14.84
Idaho	1,006,749	0.40	+6.65
Montana	799,065	0.32	+1.57
Nevada	1,201,833	0.48	+50.38
Oregon	2,842,321	1.14	+7.96
Washington	4,866,692	1.96	+17.83
TOTAL	42,134,953	16.94	+22.75
1980-90 change	+7,808,275		

Meet:

Joe Di Dio

Teaching's Toughest Critic

Art Wise has built a career as a tough-minded reformer by addressing issues in education before anyone else thought of them.

In the '60s, Wise questioned the constitutionality of states' education funding in his book* Rich Schools, Poor Schools. *In 1979 his* Legislated Learning *anticipated the current wave of reform by calling for teacher professionalism, school-based management, and local control of the schools.

From his years as director of the Rand Corporation's Center for the Study of the Teaching Profession, Wise is well-known in policy and political circles, nationally and at the state level.

So it's only natural that Wise's move to the presidency of the National Council for the Accreditation of Teacher Education presages some new action in teacher education.* NEA Today *writer Vicky Lytle talked with Wise in his Washington, D.C., office.

Do you want to make teacher licensure more rigorous?
Right now, teacher certification procedures are a joke! They don't distinguish between those who can and those who cannot teach. They're a series of bureaucratic routines, which some say serve only to keep talented people out of teaching.

The teacher licensing procedures I'd like to see would be a more clear-cut indication of teaching potential.

Why should teachers who've already been licensed care about teacher education standards?
Anyone who cares about the future of public education should be concerned about standards for entry into the profession. The welfare of a profession increases in direct proportion to the respect the public has for members of that profession.

Teaching needs to go through the process other professions went through years ago—gradually raising the standards of entry into the field and enforcing those standards.

That would have implications for the way the public views the profession?
Right. Both short-term and long-term implications for public opinion —and obviously for professional compensation as well.

Public confidence is critical. In the absence of confidence, policy makers seek to micromanage instruction. There will be no end to that micro-management until the public has confidence in school staffs.

We need to attract and retain talented people in teaching. In years past, we got a very talented teaching force by denying women and minority groups other opportunities. Now, to get talented people, we must make the job more attractive. Part of that has to do with the way the public sees teachers—and I see teacher education and teacher licensing as keys to that.

What do you see as the greatest obstacle to teacher professionalism?
It's the view many people have that teaching is easy work and preparation for teaching is even easier. The fact is, teaching is very hard work, and getting ready to become a teacher should be an extraordinarily demanding experience.

When people understand that better, they'll move toward creating solid teacher education as well as providing adequate compensation for a professional cadre of teachers.

Why aren't more schools NCATE-accredited?
Right now we have a two-track system for teacher accreditation in this country. There are the 500 schools that NCATE accredits, and then there are some 700 or 800 others that purport to prepare teachers.

We deny accreditation to about 28 percent of those who seek it. The schools we don't accredit are accredited by their state departments of education.

What's the alternative to this system?
I've called for the creation of a common national system of teacher education accreditation that would put an end to the two-track system and would cause all schools of education to have to measure up to rigorous national standards.

What would this system be like?
Like that of other professions—law, medicine, architecture, engineering, and accounting. Each of these professions has a single national accrediting organization for professional schools—that's my goal for NCATE.

What would be the process?
Every state could join us, as a number already have. As in the other professions, states would award licenses only to graduates of NCATE-accredited schools.

To enforce that, a state legislature could enact a law, or the state board or department of education could issue a regulation—whatever mechanism is appropriate for the state.

Three states already *require* NCATE accreditation, and about 20 others have collaborative agreements with us.

You have a Washington office—yet you talk about influencing legislation in all 50 states. How?
The work of NCATE is carried out by over 500 volunteers. They include teachers and teacher educators, chief state school officers, and school administrators.

NCATE *is* the profession. It's our collective effort as a community to represent the interests of the profession to teacher education programs and institutions.

You've said teachers must take control of their profession. How can NEA members bring that about?
There needs to be created in every state a professional practices or standards board made up primarily of teachers—just like the boards in medicine, law, architecture, accounting, and engineering.

That generally requires an act of the state legislature. That's why your members are working through their state Associations to achieve this political goal.

What about the length of teacher education: Is the five-year teaching certificate going to drive out the four-year program?
I think there will ultimately be a five-year requirement. It's already in place in California, Connecticut, Massachusetts, New York, Oregon, and Washington.

Several states have eliminated the undergraduate education major, and I expect that will lead to a fifth year. NCATE standards apply to both four-year programs and five-year programs.

You moved from a respected think tank to a hot seat at NCATE. How does that affect your life day to day?
I move a lot faster. Even when I was at Rand I spent a lot of time working with policy makers. The shift to NCATE was not as dramatic a departure as you might think.

At Rand, I always sought to connect research and analysis to real policy issues. I'm doing the same thing at NCATE.

ONE WORLD

It's Beautiful To Be

Long Beach teacher Laura Rocca reads a story. At right, one of her students leads the class in the Pledge of Allegiance.

Isn't it time schools taught all children to be bilingual, whatever their native language? A growing number of schools say it is.

San Francisco bilingual teacher Winnie Porter—like many people who came to this country a generation or more ago—remembers vividly the pain of her first school experiences as a six-year-old recently arrived from Peru.

"I was submersed in English-Only," she says. "They had me in the back of the room, just coloring all the time. It was horrible."

Fortunately for children who don't speak English, times have changed. Most non-English-speaking students are in some sort of program that gradually introduces them to English. And in a growing number of schools, these kids are part of two-way bilingual programs that also benefit English-speaking youngsters.

These classes consist of students who speak a common foreign language and those who speak English. Instruction is, in varying percentages, in the language of both groups. Through this immersion, each learns the language of the other.

Because so many recent immigrants to the United States have been Spanish-speaking, most of these immersion programs are Spanish-English. Others are Japanese-English, Chinese-English, Arabic-English, and Greek-English. These programs demonstrate the advantages of bilingualism for all students—dispelling the notion that bilingual education is compensatory.

Typical is the two-way immersion Spanish-English bilingual magnet program at Patrick Henry Elementary in Long Beach, California. Started in September 1989 in response to community requests, the program enrolls about 90 students in grades K-2.

Instruction is 90 percent in Spanish in kindergarten and first grade, 80 percent in Spanish in second and third, and will be 50-50 by the fifth grade. By the end of fifth grade, the kids will be truly bilingual and biliterate, notes Patrick Henry Principal Janice McNab.

In Laura Rocca's kindergarten class, youngsters work at tables in groups of six. Each group includes native Spanish speakers and native English speakers.

One group is completing a wooden puzzle of Spanish vocabulary words. Another is counting out beads —*uno, dos, tres, cuatro, cinco*. Still another pastes pretzel sticks, representing logs, on paper drawings of a log cabin. Lots of hands-on activities help the kids interact, says Rocca. As the youngsters work and talk together, they help one another with vocabulary.

Although the students may ask questions, respond, and comment in English, Rocca addresses them only in Spanish. By pointing and gesturing, she demonstrates her meaning to those who don't understand. And, when the youngsters speak, she paraphrases their words.

Rocca's students get a half-hour of oral English instruction from another teacher. By the time they're in second and third grades, English instruction will expand to one hour of reading and language arts.

By fourth grade, there'll be instruction in English for language arts, reading, grammar, spelling, music, art, and physical education. Math will be taught in the target language.

Because the kids are in this program by choice, parents are deeply involved. Program facilitator and Association member Myrna Almas explains that both groups of parents—native Spanish speakers and native English speakers—were concerned

Native Language Flourishes As Kids Learn English

Longfellow teacher Juanita Pintor and some of her third graders look up from their work on a puzzle map of the U.S.

About 60 miles east of Long Beach is Riverside, Caliifornia—and Longfellow Elementary School.

For 15 years now, Longfellow has sponsored a bilingual program that allows native Spanish-speaking children—68 percent of the school—to learn English gradually but steadily.

The program provides classroom instruction in both Spanish and English, in proportions determined by the English proficiency of each class. Most teachers in the program are bilingual.

But although the kids learn English, their native language is preserved and valued—not only for its own sake, but also because bilingualism is a marketable skill.

Kindergarten teacher Yolanda Hernandez has a class of students who know very little English. She speaks mostly in Spanish, sprinkled every now and then with an English phrase. When her youngsters recite the days of the week correctly in English, she congratulates them: "Give

MANY TONGUES

BiLingUal

Photographs by Bob Riha, Jr.

Immersion Works, But Programs Remain Rare

The U.S. has just 30 two-way bilingual immersion programs, says a 1987 listing by The Center for Language Education and Research (CLEAR) at the University of California at Los Angeles. The state with the most—eight—is California.

The immersion concept—on which two-way immersion programs are based—originated in Canada during the mid-1960s as a way of helping native English-speaking Canadians better understand and appreciate their French-speaking compatriots. It spread to the U.S. shortly thereafter.

In 1984, CLEAR evaluated a typical bilingual immersion program at a San Diego elementary school. The study found that regardless of level of English fluency, all children were performing near or above mean percentiles in reading and mathematics achievement *in two languages*.

The findings are in keeping with recent research on second-language acquisition that confirms two key points: Children can excel in two languages. And children benefit from early exposure to a second language.

that their children might lose learned language skills during summer vacation. To prevent that from happening, the parents organized classes and met regularly with the kids last July and August.

"About 60 of us met in a church one evening a week," says Sylvia Padilla, one of the organizers. "Together with our children, we read stories, sang songs, and learned folk dances."

As the native English-speaking children in the program became increasingly proficient in Spanish, many of their parents felt left out. They wanted to learn Spanish, too—both for their own benefit and to help their kids. The school is accommodating these parents with a Spanish class that meets one evening a week and reflects their children's lessons.

Parents and teachers also meet together one evening a month, and Almas produces a monthly newsletter in both languages. Homework comes with instructions in the native language of the parents so they can help their kids.

"Our program builds on the language and cultural richness of our students," explains Almas. As a result, the students develop not only fluency in another language but also appreciation for one another's history and heritage. Patrick Henry's students have formed a close bond, as have their parents.

The children are in the program for many reasons: to develop an appreciation for Hispanic ancestry, to learn a second language when it's easiest, to make friends from different backgrounds.

Winnie Porter, who has bitter memories of her own days as an immigrant, says programs like Patrick Henry's are vital to bilingual education in this country. They show middle class families that bilingual education offers something for everyone.

"Many people think bilingual education is a remedial program," she says. "It's not. It's an *enrichment* program.

"I'm ashamed that our country puts such a low priority on foreign language acquisition," Porter adds. "In fact, most other countries encourage their children to learn two or three foreign languages."

Parent Ivena Sanchez agrees. Her daughter Sivet is a kindergartner in Patrick Henry's program.

Sivet knows only a few words in English. Last year, preschool was difficult for her—and for her mother. Sevet brought no work home—and because Sanchez speaks no English, she didn't know what was going on.

This year, says Sanchez, things are better. The two-way bilingual immersion program values both the Spanish language and Hispanic culture. Sanchez goes to meetings where faculty explain class work and tell her how to help Sivet at home. She also volunteers at the school. Ivena Sanchez knows her child is learning. The other parents are her new friends.

Sivet and her family are happy.

—Diane Dismuke

yourselves a pat on the back." They do. Self-esteem is a large part of the program.

In Juanita Pintor's third-grade class, the kids know a little more English, but not enough to leave the program. One way Pintor helps build up her students' English vocabulary is by having them compose and recite jazz raps.

As for teaching subject matter in the native tongue, principal Tena Petersen explains, "If a child learns to read in Spanish, that child will know how to read in English." The skills are transferable. Longfellow has the record to prove it.

Petersen also explains that as the children advance, their instruction is more and more in English. Those who have gone through the program for several years can succeed in English-speaking junior high classes.

A sizable number of Longfellow's students aren't in the bilingual program and, in fact, don't speak any Spanish. But everyone at the school gets some classroom exposure to Spanish, starting with 15 minutes of instruction in every grade.

Spanish is so much a part of Longfellow's curriculum that 90 percent of the school's teachers speak both Spanish and English, and the rest are committed to learning the language. Even the small number of Cambodian immigrant children coming into the school are exposed to it.

"Most of them have no trouble learning Spanish right along with English," says Petersen.

—D.D.

Note: A recent U.S. Department of Education study found that foreign-speaking students in three types of bilingual programs—including one like Riverside's—keep pace academically with the general student population and outpace other at-risk students. Children who receive large amounts of instruction in their native language, the study found, aren't impeded from learning English.

TRENDS

Working Moms: Cost vs. Benefits

Having a stay-at-home mom during the first year of life may increase a child's intellectual development. But during the next two years, the child will benefit from having a working mom, a recent study shows.

The study, done by Trinity College in Hartford, Connecticut, also suggests that if mothers either work all three years or stay home the whole time, the benefits and costs balance out.

Researchers speculate that toddlers may benefit from having a working mother because if they thrive on the company of other children and adults—and simply because the family has more money, they may end up with better toys and books.

The researchers examined a nationwide sample of women aged 21-29 in 1986 and their 874 3 and 4-year-old children.

Young, Gifted, And Outcast

To be young, gifted, and popular—that's the challenge for gifted girls. Social acceptance is still a stumbling block, according to a study reported in *Gifted Child Quarterly*.

When 432 nongifted and 64 gifted Ohio pupils aged 9-12 rated and were rated by their classmates as popular, rejected, or ignored, gifted boys were the most popular of all and gifted girls the least. There was no gender difference among the nongifted students.

Other studies indicate that gifted boys win popularity by clowning around and being verbally precocious, while girls find it tougher to fit in.

Viva Hispanic Power!

Hispanics account for one-fourth of California's population, and hold about 7 percent of the state's elective offices. Now analysts are predicting the election of 300 to 400 Hispanic candidates to office statewide by the end of the decade.

Los Angeles' largely Hispanic 1st District, for instance, was created as a result of a lawsuit. Legal challenges in Texas, for example, have empowered Hispanic candidates by creating Hispanic-majority districts.

Smoke Signals

The world has 2.3 billion people under 20 years old—and about 800 million of them are expected to become smokers. If current smoking patterns continue, some 250 million of these young people will die from diseases that are brought on by using tobacco products.

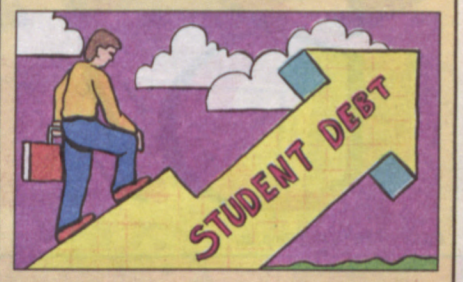
If everyone in the U.S. quit smoking today, there would be 90 percent less lung cancer, 50 percent less bladder cancer, 33 percent less heart disease, 41 percent fewer childhood deaths, and 22 percent fewer low birth weight infants.

These facts come from the American Academy of Pediatrics, which will send you its new brochure on the subject if you send a self-addressed, stamped, business-size envelope to: Teen Smoking, Department C, American Academy of Pediatrics, P.O. Box 927, Elk Grove Village, IL 60009-0927.

I Owe, I Owe

As tuition costs rise, college students are graduating with more debts than students of the 1970s. The red ink shows up in both the percentage of students in debt (34 percent in 1977, 50 percent in 1986) and a median debt that more than doubled ($2,000 in 1977, $4,800 in 1986).

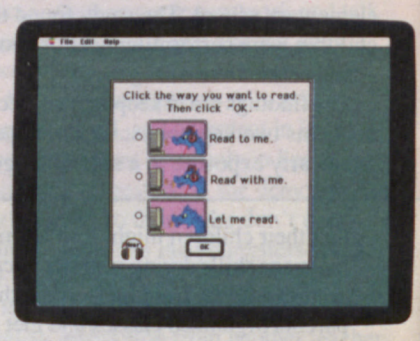
Not only do the debt statistics indicate a shift in federal policy to favor loans rather than grants, they reflect rapidly rising college tuition rates. Loan payments amounted to 4 percent of graduates' income in 1986, down from 5.2 percent in 1977.



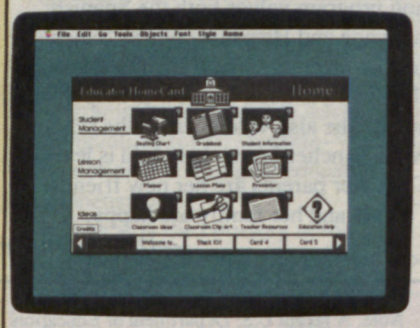
Conventional wisdom says quantity. But Macintosh ha

Wagon Train 1848 *from MECC encourages cooperative learning and decision making on a simulated journey across the Old West.*

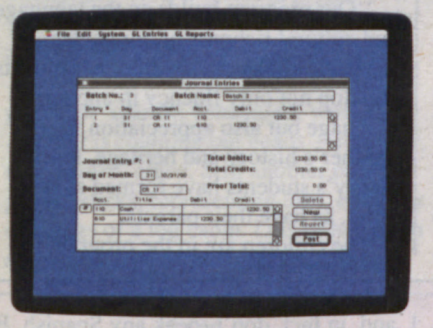
English Express *from Davidson and Associates uses multimedia technology to teach English to limited-English proficient students.*



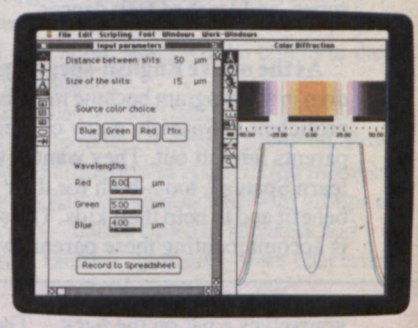
The Primary Integrated Language Arts Program *from Jostens Learning helps teach reading through listening, speaking, and writing.*



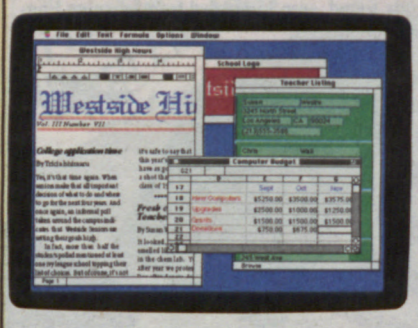
Educator HomeCard™ *from Intellimation uses HyperCard®2.0 to help educators plan and organize classroom information.*



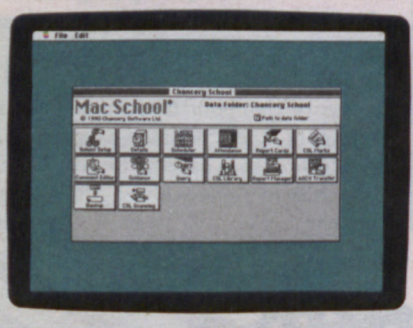
Students get hands-on business experience with Automated Accounting for the Microcomputer *from South-Western Publishing Company.*



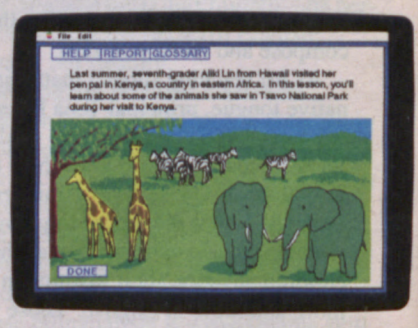
Physics Explorer *from WINGS for learning is a new series of experiment-based courseware packages for the physical science curricula.*



SmartWorks *from Leonard Development Group combines 8 programs in 1 and lets students use existing AppleWorks® files, too.*



With Mac School *from Chancery and a Macintosh network, administrators can run an entire school right from a single desktop.*


HELP REPORT GLOSSARY
Last summer, seventh-grader Aliki Lin from Hawaii visited her pen pal in Kenya, a country in eastern Africa. In this lesson, you'll learn about some of the animals she saw in Tsavo National Park during her visit to Kenya.
DONE

Readers' Workshop *is one of the 26 instructional systems from CCC® doubling achievement rates at the K-adult levels.*

Mention of third parties and third party products is for informational purposes only and constitutes neither an endorsement nor a recommendation. All product specifications and descriptions were supplied by the respective vendor or supplier. Apple assumes no responsibility with regard to the selection, performance or use of these vendors or products. All understandings, agreements or warranties, if any, take place directly between the vendors and the prospective users. Software developers can be contacted at the following numbers: MECC (800) 228-3504, ext. 549; Intellimation (800) 3IN-TELL; Leonard Development Group (904) 464-0016; Davidson and Associates (800) 545-7677; South-Western

RESOURCES

TV/Radio Tips

NPR Specials Project. Class of 2000: Family Stories—*National Public Radio, Monday, April 1, through Sunday, April 7, on NPR's* Morning Edition *and* All Things Considered. *Check local listings.* NPR looks at the effect of changes in family life on American youth and society.

The Shape of the World—*PBS, Mondays, April 1-May 6, 9-10 p.m. ET (closed-captioned).* This six-part series documents how the world was mapped.

Educators may tape this program. For free instructional material, write The Shape of the World, c/o Teled, Inc., P.O. Box 933022, Los Angeles, CA 90099-2199.

Abby, My Love—*CBS, Tuesday, April 2, 4-5 p.m. ET (closed-captioned).* A teenager reveals that her father has been molesting her for years. A CBS Schoolbreak special. For study guides, contact local CBS affiliates.

The Afterschool Special Classic: One Too Many—*ABC, Thursday, April 4, 4-5 p.m. ET (closed-captioned).* Four teenagers recall the drunk-driving accident that left their friend in a coma.

Separate But Equal—*ABC, Sunday, April 7, 9-11 p.m. ET, and Monday, April 8, 9-11 p.m. ET.* Sidney Poitier stars as Thurgood Marshall in the story of the U.S. Supreme Court's historic decision to desegregate the nation's schools.

Spaceship Earth: Our Global Environment—*The Disney Channel, Tuesday, April 9, and Friday, April 19, 8:30-9 p.m. ET, and Monday, April 29, 6-6:30 p.m. ET.* Teenagers from around the world offer solutions to the environmental crisis.

All Our Children—*PBS, Wednesday, April 10, 8-9:30 p.m. ET.* This special examines pressures on today's youth—drug abuse, pregnancy, underachievement, violence—and four programs that seek to keep students from dropping out.

A live hour-long discussion among parents, educators, government officials, and business leaders will follow.

The Green Quiz—*The Discovery Channel, Sunday, April 14, 7-8 p.m. ET.* Scientist David Suzuki tests viewers' knowledge of the environment and offers examples of environmentally-sound behavior.

Gary Hofheimer

The Astronomers—*PBS, Mondays, April 15-May 20, 8-9 p.m. ET (closed-captioned).* A six-part series introduces the sciences and technologies revolutionizing our knowledge of the universe.

For a teacher's guide, write KCET Community Services, 4401 Sunset Blvd., Hollywood, CA 90027.

Disney

Disney Night at the Movies: A Mighty Fortress (working title)—*NBC, Monday, April 15, 9-11 p.m. ET.* The story of teacher Prudence Crandall's battle to establish America's first Black female academy in 1832.

American Eyes—*CBS, Tuesday, April 16, 4-5 p.m. ET (closed-captioned).* The adopted Korean son of American parents struggles for his own identity in this CBS Schoolbreak Special.

Earth to Kids: A Guide to Products for a Healthy Planet—*HBO, check local listings.* This documentary shows kids products they should and shouldn't use to help the environment.

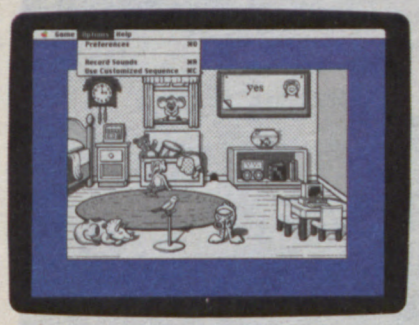
Craig Blankenhorn

For a transcript and activity guide, write Consumer Reports Television, 101 Truman Ave., Yonkers, NY 10703.

These listings are provided by KIDSNET, *a clearinghouse for children's TV and radio in Washington, DC.*

you can't have quality and s never been conventional.

Programs like Math Shop *from Scholastic Software make solving math problems easier by putting them in a real world context.*



With interactive software like Playroom *from Brøderbund, very young learners explore a new and stimulating environment.*

The Tale of Peter Rabbit
Once upon a time there were four little Rabbits, and their names were-
Flopsy,
Mopsy,
Cotton-tail,
and Peter.
They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

The Tale of Peter Rabbit *is one of the Discis Books from Discis Knowledge Research that brings reading to life.*

From the very beginning, Apple designed Macintosh® computers to change the way people thought about computers.

Instead of forcing you to learn conventional computer commands, Macintosh offered a simple, graphic approach to computing.

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Programs that help teachers motivate, stimulate, and, most important, inspire in new and exciting ways.

Programs designed to help teachers and administrators manage classrooms, schools, or even entire districts.

What you see here is only a sample of the innovative and exciting programs now available for Macintosh. For more information about them and the new, affordable Macintosh personal computers, contact your Apple Education Sales Consultant. To find out who that is, call 800-538-9696, ext. 490.

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IDEA EXCHANGE

'Someone To Watch Over Me'

In Southbury, Connecticut, senior citizens help troubled youngsters deal with personal crises. It's a new twist to the growing trend of elementary students interacting with oldsters.

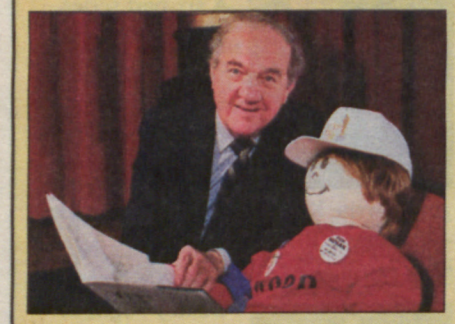
The program is the brainchild of Gainfield Elementary counselor Sherida Cocchiola, who won a Connecticut Celebration of Excellence Award for the idea. Cocchiola brings in carefully screened volunteers from a nearby retirement community to work with students who feel overwhelmed by problems.

Some of the kids are dealing with family difficulties—divorce, foster care, a death. Others suffer from low self-esteem.

For three months during the holiday season—often a particularly hard time for these kids— the retirees spend 30 minutes a week talking with small groups about how they dealt with similar situations.

"When these students hear firsthand that others have had the same problems and learned to cope, it eases their burdens," says Cocchiola.

'Overachiever And Proud of It'



Get out of the way, underachiever Bart Simpson. Smart Benson and Elwood P. Dowd—dolls that stress the positive in two Illinois classrooms—are taking over.

Smart, a superachiever, lives in Peggy Babb's third grade classroom at Martin Luther King Elementary School in Rockford. Elwood, a dreamer always reaching out to conquer new frontiers, lives in Doug Hand's fifth-sixth grade classroom at Thome Elementary in Rock Falls.

"Bart Simpson may sell T-shirts, but he certainly sends the wrong message to children," says Babbs.

Her students agree. Each Friday they eagerly await a drawing that decides who'll take Smart home for the weekend. On Mondays, they tell what they did with Smart to help him become an overachiever. The class keeps a diary of his adventures, from computing to camping to walking the family dog.

Elwood travels further afield than Smart. Usually by Federal Express.

Since his creation a decade ago, Elwood's logged almost 80,000 miles visiting the famous. Hand's students enjoy his experiences vicariously via the letters and photos that come back with him.

Last year, Elwood's adventures included helping President and Mrs. Bush conduct the annual Easter egg roll on the White House lawn and accompanying actor Karl Malden to the Academy Award presentations in Hollywood *(photo above)*.

Social Studies Strategy

Want to make social studies more relevant and interesting to your students? Get them thinking about what historical events mean to the people involved?

Here's a six-point strategy that Washington, Pennsylvania, teacher Lawrence Kushner developed from the theories of educator Benjamin Bloom.

Inform. Provide or have the students obtain the factual information.

Stimulate. Introduce classroom activities appropriate to the type of material, students, and teacher. Some examples: writing a news article, reading aloud a play, writing an eyewitness letter about a historical event.

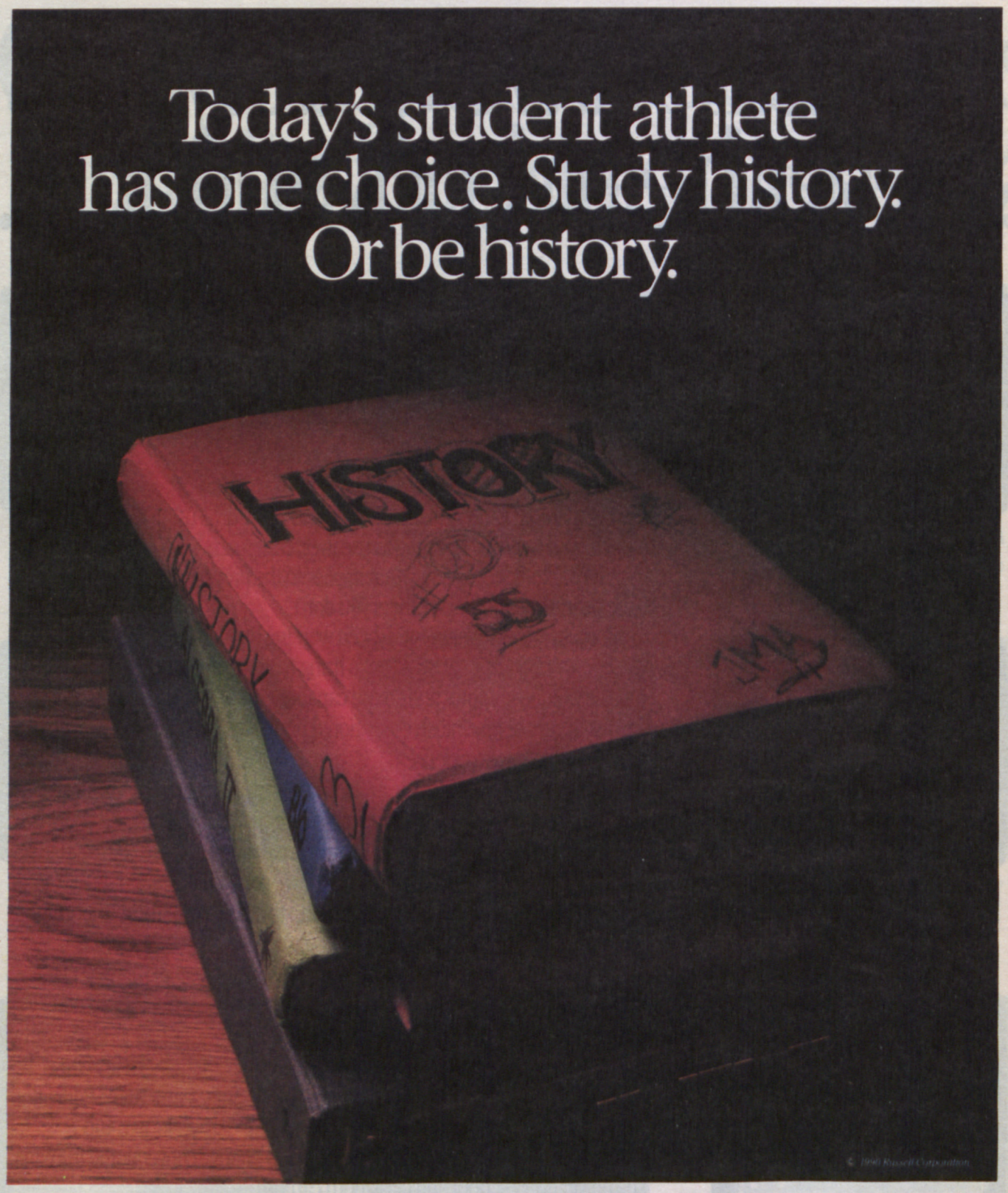
Compare. Tap into students' knowledge of current events by asking them to compare the event they're studying with something happening now.

Affect. Ask students to consider how the event affects us, how it affected other people, and how similar situations today affect us or others.

Project. Ask students what might happen in the future—nationally or worldwide—judging by this event. Let them be creative, even ridiculous: many events that actually happened seem not only silly but unbelievable.

Solve. Finally, the most important step: ask students to solve a current world problem, using knowledge gained from the past.

Today's student athlete has one choice. Study history. Or be history.



As America's best known athletic uniform company, we've seen promising stars fade away because they hit the boards instead of the books. So we're making posters like this ad available to coaches and teachers to help remind athletes of one important fact.

If they want future generations to study their moves, they better do their homework.

RUSSELL ATHLETIC

For more information about our "Stay In School" campaign, write: Russell Corporation, Dept. M, P.O. Box 272, Alexander City, AL 35010.

THE ENVIRONMENT: A PRIMER

Dig In

Don't know where on earth to turn for classroom materials on the environment? Let your fingers do the walking—through the green pages.

There are hundreds of organizations out there, ready and eager to help you teach your students about what's happening to the world they live in.

Unfortunately, these organizations aren't always easy to find. This primer can help you kick off your treasure hunt.

The groups listed here offer everything from curriculums to posters, books to T-shirts, organizing tips to bibliographies. Some items are free, others cost money; most listed here are inexpensive.

This list is not comprehensive, nor does it imply that these groups are the best groups. You'll find others in your own towns—by contacting your zoo, the nearest national park, U.S. wildlife refuge, or field station, and local chapters of national environmental groups.

And remember: Earth Day is April 22.

Acid Rain Foundation
1410 Varsity Drive
Raleigh, NC 27606
919/828-9443
Educational materials on acid rain, the greenhouse effect, recycling, air pollution, and more. Curriculums organized by age groups. Write or call for free catalogue.

Children's Rainforest
P.O. Box 936
Lewiston, ME 04240
Send $3 for a 20-page listing of books, videos, teachers' guides, and organizations—all on the rainforest.

Citizen's Clearinghouse for Hazardous Wastes
P.O. Box 6806
Falls Church, VA 22040
Send $3 for a list of places teachers can get more information on hazardous wastes. Write for a free copy of the group's newsletter, *Everyone's Backyard*, which includes a list of 50 publications for sale.

The Cousteau Society
930 W. 21st St.
Norfolk, VA 23517
804/627-1144
Bimonthly publication for children, *The Dolphin Log*, and regular magazine on marine life. Teachers' guides in process. Offers memberships, subscriptions, videotapes, books, posters, summer programs. Write for a free "gift gallery catalogue" of items for sale.

Environmental Action Foundation
1525 New Hampshire Ave., N.W.
Washington, DC 20036
Free educational package, which includes information on solid wastes, toxics, energy, and recycling. Provides tips on how to get students more aware and involved. Also lists publications for sale.

Friends of the Earth
Public Information Office
218 D St., S.E.
Washington, DC 20003
202/544-2600
Fact sheets, kids' page in newsmagazine, general environmental information, how-to guides for promoting environmental ed in school and getting students involved. Send $5 for materials, shipping, and handling.

Global ReLeaf Program
c/o American Forestry Association
P.O. Box 2000
Washington, DC 20013
800/368-5748
Teacher Resource Kit ($5) includes "mini-curriculum guide" on trees and the environment, plus five activities, color map of world. Grades 4-7. Tied to McDonald's seedling promotion (see page 18).

Global Tomorrow Coalition
1325 G St., N.W.
Suite 915
Washington, DC 20005
Global Issues Education Set ($65) includes six teacher units for elementary and secondary levels. Topics cover the environmental waterfront. Lesson plans emphasize interactive learning, hands-on activities. Also series of 10 videotapes for rent.

Greenpeace
Public Information Office
1436 U St., N.W.
Washington, DC 20009
202/462-1177
Write for free Class Pack, which includes information on Greenpeace, its projects, and ocean ecology, plus the group's magazine and general information. Specify grade you teach. Ask for list of videos and reports for sale.

Institute for Environmental Education
32000 Chagrin Blvd.
Cleveland, OH 44124
216/464-1775
Curriculum activities guides, teachers' manuals, and comprehensive texts for environmental education. Topics include water pollution, deforestation, solid waste, general ecology. Costs range from $4.25 to $24, plus postage and handling. Write or call for publication lists and ordering information.

Izaak Walton League
1401 Wilson Blvd., Level B
Arlington, VA 22209
Focuses on water quality and pollution. Teachers' packet ($1) includes fact sheets, student project ideas, and description of program. Kids' packet ($1) provides general information on streams for ages 6-12. Save Our Streams Kit ($6) is more comprehensive with teachers' guide.

Keep America Beautiful, Inc.
Mill River Plaza
9 West Broad St.
Stamford, CT 06902
203/323-8987
Two interdisciplinary curriculums on waste disposal solutions. *Waste in Place* for grades K-6 ($40), and *Waste: A Hidden Resource* for grades 7-12 ($50). Also computer software for Apple IIe users and a $2 poster on what to do with trash. Write or call for free catalogue.

National Energy Foundation
5160 Wiley Post Way
Suite 200
Salt Lake City, UT 84116
801/539-1406
Games, posters, classroom activities, and teachers' guides on energy-related topics—water, air, wood, conservation, electricity—for grades K-12. Write for free catalogue of materials for sale.

National Resources Defense Council
Public Education Department
40 W. 20th St.
New York, NY 10011
212/727-4486
Elementary-level tabloid, *Kids' Guide to Protecting the Planet* (single copy free). Plus materials for older kids and teachers' guide on the rainforest. Write or call for cost information.

National Wildlife Federation
1400 16th St., N.W.
Washington, DC 20036
Research and Education: 703/790-4495
To order: 800/432-6564
For K-8 educators, an 18-part series of activity booklets on topics such as endangered species, wetlands, and pollution. Each booklet includes background information, hands-on activities, activity sheets, glossary, and bibliography. Sold separately ($7.95 each) or as a set, discounts for bulk orders. Free catalogue offers videos, filmstrips, posters, books, and more, for sale.

Save the Rainforest, Inc.
c/o Dodgeville High School
912 W. Chapel
Dodgeville, WI 53533
Teaching materials and resource lists available free from this national, grassroots advocacy group made up solely of teachers and students around the world.

Sierra Club
Dept. SA, P.O. Box 7959
San Francisco, CA 94109
"The green guide," a resource book, "provides leads to 470 free or inexpensive sources of information on 67 leading environmental issues." Send $8 plus $1.75 postage and handling.

U.S. Environmental Protection Agency
Public Information Center
401 M St., S.W.
Washington, DC 20460
Curriculum materials on general environmental topics, separated for grades K-6 and 7-12. Information on pesticides, radon, recycling, and more. Free, but supplies limited. Ask for list of books and videos for sale.

U.S. Fish and Wildlife Service
Publications Office
U.S. Department of the Interior
Washington, DC 20240
703/358-1711
Free publications on endangered species, wetlands, fish hatcheries, and more.

The Wilderness Society
Public Affairs Department
900 17th St., N.W.
Washington, DC 20006
202/833-2300
Book, coloring book, and teachers' guide, *Saving Our Ancient Forests*. Write or call for ordering information.

World Wildlife Fund
Public Information Office
1250 24th St., N.W.
Washington, DC 20037
202/293-4800
Free fact sheets on endangered species and rainforests (limited supply). Also educational kits on wildlife trade ($50) and rainforests ($35). Write for catalogue and ordering information.

RESOURCES

Free or Inexpensive

CHILD DEVELOPMENT

Empowering Your Child. C. Fred Bateman. The author—superintendent of schools in Chesapeake, Virginia—shares his observations about bringing up children to excel in school and lead successful lives. Used as a fund raiser for local scholarship funds, the book is recommended by the Chesapeake and Virginia Beach Education Associations. 156 pp. $7.95 postpaid. Hampton Roads Pub. Co., 891 Norfolk Square, Norfolk, VA 23502.

LANGUAGE ARTS

Reading and Writing in the Middle Grades: A Whole-Language View. Gary and Maryann Manning and Roberta Long. A step-by-step guide for working specific whole-language reading and writing strategies into your daily lessons. 64 pp. Stock no. 3071-0-00-FF. $7.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516, 800/229-4200 (9-4:30 ET).

"Free or Inexpensive" is editorial, not advertising, matter. Items are selected by the editors from review copies submitted by publishers.

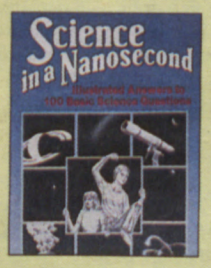
HISTORY

Calliope. A new magazine of world history for young people, by the publishers of *Cobblestone* magazine. The inaugural issue (Sept.-Oct. 1990) features "Great Explorers to the East," including ancient Egyptian mariners, Alexander the Great, and Marco Polo. 49 pp. Single copy, $3.95 plus $1.50 p&h. Cobblestone Publishing, Inc., 30 Grove St., Peterborough, NH 03458.

CREATIVE THINKING

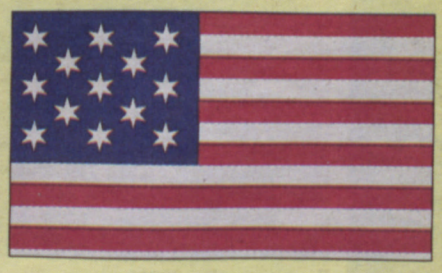
Minds in Motion: Using Museums To Expand Creative Thinking. Alan R. Gartenhaus. Discusses ways of making children's visits to art, science, and history museums productive opportunities for using their imaginations. 128 pp. $9.95 prepaid. From booksellers or by mail from Caddo Gap Press, 1411 W. Covell Blvd., Suite 106-305, Davis, CA 95616.

SCIENCE

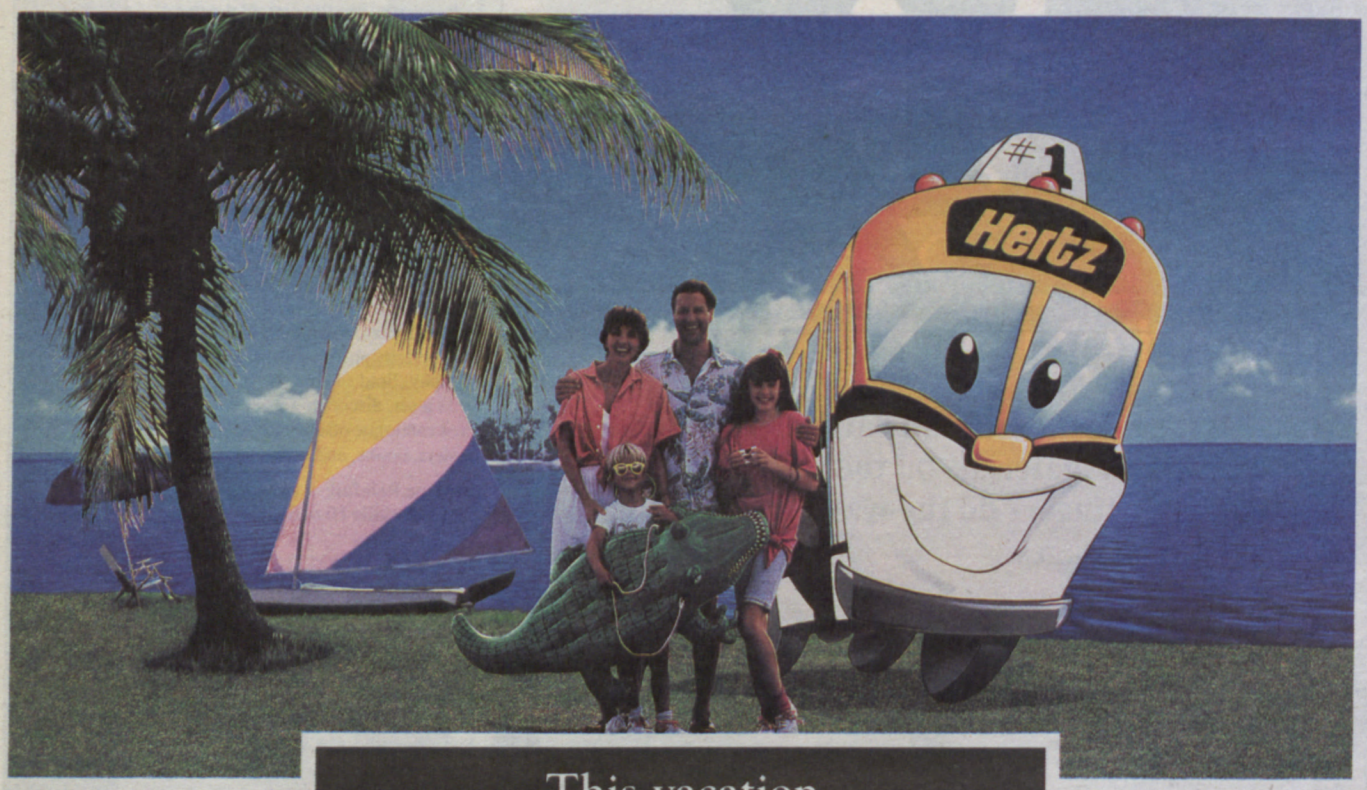


Science in a Nanosecond: Illustrated Answers to 100 Basic Science Questions. James A. Haught. Drawings and brief text answer illuminating questions like, What created the Himalayas? and Why can't we hear the roar of the sun's explosion? 110 pp. $12.95 plus $3 p&h. (N.Y. orders: include tax-free form). From booksellers or by mail from Prometheus Books, 59 John Glenn Dr., Amherst, NY 14228-2197, 800/421-0351.

VEXILLOLOGY



"Francis Hopkinson" Flag Decal. A stick-on reproduction of the horizontal 13-star flag designed by Continental Congressman Francis Hopkinson. Flag experts like Earl Williams say it predates the round 13-star design associated with Betsy Ross. 3"x5". $1 each. Ask for bulk discounts. Earl P. Williams, Jr., 2323 40th Pl., N.W., #201, Washington, DC 20007-1616.



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Innovation

How NEA members are changing the way schools work

In Wisconsin

'We Changed How We Do Business'

Which to buy this year—new backboards for the basketball team or VCRs for the science department? How should teachers be paired for team teaching assignments? Should students be graded on ability or on effort?

A few years ago in Appleton, Wisconsin, answers to these tough questions—and dozens more—would have been handed down neatly from superintendent to principal to staff. That's not how it works anymore.

Two years ago, during consensus ("win-win") bargaining, Appleton's Education Association and school board formally agreed "to jointly endorse the concept of staff involvement in decision making."

"Through our negotiations process," explains AEA President Martha Howard, "we changed how we do business."

Among the negotiated changes or innovative practices:

► Teachers on "special assignment" fill district leadership positions, including coordinators of the district's community relations, ESL, Chapter 1, and wellness programs. Two teachers serve as deans of students.

► The Association president serves on the superintendent's management team.

Greg Lading

Marty Howard

► Teachers work "professional hours"—in other words, as long as it takes to get the job done. Hours are not set contractually.

► Staff members—administrators, teachers, and support staff—at each of the district's 22 school sites share decision-making power. Each school sets up its own process.

Greg Lading

Tom Phillips

At Einstein Jr. High, for example, the staff set up a decision-making model composed of seven standing committees and a central building council. The committees determine the school's budget, calendar, daily schedule, room use, staff development needs, school programs, and more.

Committee work is time-consuming, but voluntary. Of Einstein's 73 staffers, 45 participate. The rest implicitly agree not to second-guess or obstruct the decisions made in their absence.

In most cases, decisions are made by group consensus—a process new to most school employees.

"It's almost like learning to walk," says Tom Phillips, Einstein English teacher and AEA vice president. "We're practicing it over and over till we feel secure doing it."

To help employees "walk" a little more easily, AEA and the school district applied for and received a $50,000 Federal Mediation and Conciliation Services (FMCS) grant for staff training.

Jan Selig, an aide at Franklin Elementary School and member of the Appleton Aides Association, was one of 20 employees initially trained in consensus decision making, conflict resolution, and communication skills. The 20 are now training others.

"With shared decision making, everyone touched by an issue can be involved in the decision," Selig says, "including support employees. It's already breaking down some of the barriers between teachers and aides. And support employees feel better, knowing their opinions are heard and taken seriously."

Greg Lading

Jan Selig

Morale in *all* employee groups is up, says Phillips. And with it, a feeling among staff members that anything's possible.

The 35 teachers, parents, and business leaders serving on Appleton East High School's Futures Committee have a dream.

"We'd like to set up broad 'houses' or career paths for students in science and technology, health and human services, and the humanities," explains committee coordinator and librarian Jane Azzi.

The Committee's comprehensive proposal, aimed at better preparing students for the world of work, includes team teaching, student portfolios, night courses open to students and adults, options for students that include apprenticeships and college courses, and schools open till 9 at night.

Late hours may help the school accommodate an anticipated jump in enrollment, Azzi suggests. As one of the fastest-growing communities in Wisconsin, Appleton's opened four new elementary schools recently—but no new secondary ones.

"There's a germ of an idea here that needs to be explored further," Azzi says. Her committee has applied for corporate money to make the idea a reality.

"I know the district dropout rate is 3 percent or less, and it looks like it's not broken," Azzi says, "but the kids aren't getting what we think they should get. Now we can change that."

—Stefanie Weiss

In New Jersey

Kids and Teachers Feeling Safe

"The students run every classroom in America," asserts Jersey City third-grade teacher Marie Masterson. "No matter what we think we're doing, the kids have set us up to do it."

So Masterson's taking part in a teachers' plot to work with, not against, the lives and feelings students bring to school. The plotters' aim: to make their inner-city classrooms places where kids and teachers alike can feel safe.

The plot—now officially called Project Safe Harbor—started three years ago among Association members at P.S. 32, a special education school.

One teacher felt burned out, ready to leave teaching—and one particular student was driving her crazy. She took the student's case to counselor Claudia Zuorick.

Together, they evolved a sort of emotional judo. What they needed, they thought, was ways to channel youngsters' emotional energies rather than opposing them head-on.

"Children don't come and tell us their stories," Zuorick continues. "They act in ways that will make us treat them the way other adults have treated them.

"Suppose you say to yourself, 'I wish that child would transfer.' Right away you think, 'This kid has a rough life. Why aren't I more sympathetic? I must be a terrible teacher.' But you're responding appropriately to the way that child is acting.

"The child makes you want to get rid of her because that's the response she's used to getting from adults. You have to deal with your feelings, or you'll take them out on someone else or yourself."

Safe Harbor means simply asking a rebellious child, "What would make you want to do this assignment?" or commenting "you're having a rough day. What would make it better?"

"It means," says Masterson, "making students feel safe and accepted and understood. Once you do that, they shine."

When that first teacher began acknowledging the student's feelings and her own, the student responded. The teacher decided not to go for an MBA after all. Other teachers in the school started trying the same approach.

Then Masterson, at P.S. 24, and colleagues at P.S. 38 and Dickinson High School heard about Safe Harbor and started asking about the approach.

Today, some 35 teachers have made their classrooms "safe harbors" for students. Every Thursday afternoon they come from all four schools to work out strategies for dealing with particular students or situations.

Masterson—the first teacher in a regular school to try Safe Harbor—recalls a student who'd been left back because he'd missed about 50 days of school. He'd also scored in the 19th percentile on the state reading and math exams.

It turned out he was waking up late and afraid to come to school tardy.

The first year in Masterson's Safe Harbor class, the youngster missed 12 days and scored in the 37th percentile. Masterson stayed with that class through fourth grade. That year the boy missed three days and scored in the 77th percentile.

About the time Safe Harbor really got going, the state of New Jersey took over a school district for the first time, displacing the school board and naming a new superintendent from outside. The district was Jersey City.

"They say we're the worst district in the state," says Masterson. "And Safe Harbor is in some of the poorest neighborhoods. If it works here, think what they could do with it in Palm Springs!"

—Jane Power

THIS SPRING,

PLANT MORE THAN IDEAS

Planting trees is one of the most effective ways for people to slow global warming and improve the environment. And yet, during the 1980's we planted only one tree for every four removed from our cities and towns.

Across the country, we are losing 300,000 acres of trees to development each year, and about twice as much cleared land that could easily be planted with trees. Worldwide, conditions are even worse.

PLANT A TREE, COOL THE GLOBE

Trees that shade and cool buildings indirectly cause reductions in carbon dioxide (CO_2) emissions equivalent to 15 times the amount of CO_2 the trees directly absorb.

Three shade trees planted on the southwest, southeast, and south sides of a home can cut air-conditioning costs 10-50 percent. A windbreak of evergreens blocking winter winds can decrease home heating costs by 10-20 percent.

Planting 100 million of these trees in the U.S. could save consumers up to $4 billion and reduce CO_2 emissions by some 18 million tons each year.

Global ReLeaf is working with people and organizations throughout the United States, and around the world, to plant and care for trees to improve the environment. With the cooperation of concerned businesses and governments, this movement is becoming the most successful environmental campaign in America.

This spring Global ReLeaf wants to help educators tap the natural resource of trees to teach students not only about ecology but about their personal responsibility to help heal the earth.

Healthy, growing trees directly and indirectly reduce the buildup of carbon dioxide in the atmosphere. This slows the prospect and consequences of global warming, which threatens to drastically alter life on this planet.

This spring, create a truly hands-on learning experience by planting trees with your students. It's an idea that can take root.

GLOBAL RELEAF®

The American Forestry Association

For additional ways you, your school, or your class room can be a part of **Global ReLeaf**, write to us at P.O. Box 2000M, Washington D.C. 20013. For a complete **Global ReLeaf** Teacher's Resource Kit with background information, a map of world forest types, and 5 lesson plans on trees, global warming, and building student awareness through planting and nurturing trees, enclose $5.00.

Global ReLeaf is an education and action campaign from the oldest citizens' conservation organization in the U.S., the American Forestry Association.

Illustration by Michael McCurdy from The Man Who Planted Trees published by Chelsea Green Publishing, Post Mills, Vt., in support of **Global ReLeaf**.

Your Next Classroom Project Could Last About 110 Years.

McDonald's® will be giving away free evergreen seedlings, while supplies last, complete with planting instructions and a reusable pot, this April 13th and 14th.*

It's an environmental education program called "Let's Get Growing, America,™" we've undertaken with the Global ReLeaf® program, a campaign of the American Forestry Association.

And it's an important event that gives you nearly everything you need for an especially timely class project.

Using these materials, you can structure everything from the simplest of botany lessons to an exploration of global climate change, energy conservation and trees.

To help you in preparing your lessons, McDonald's has already sent 75,000 posters to school principals. Each poster contains a wealth of information, ranging from simple tree facts to comprehensive lesson plans.

Getting started on this program is as easy as reminding your students to bring their free tree to class on April 15th.

This program is one way McDonald's has of expressing concern for the environment. It's a way to get several more million trees planted.

Even more importantly, it's a way to help knowledge grow.

GLOBAL RELEAF® The American Forestry Association

McDonald's®

*At participating McDonald's. © 1991 McDonald's Corporation

People

Reliving and Retelling

When Virginia history teacher **Alan Brenner** talks to his students about the Civil War, he speaks from experience.

"The other day I was teaching about the naval battle between the *Monitor* and the *Merrimac* and I could tell them what it felt like, standing on the deck of the *Merrimac*, shooting the ship's cannon," says Brenner, who teaches at Page County High School in Shenandoah.

No, Alan Brenner isn't 150 years old. He's a member of the 21st Virginia Infantry, F Company, a group that teaches about the Civil War through demonstrations and reenactments.

Brenner's wife, Cynthia, also participates in the reenactments, taking part through the Frederick Ladies Relief Society. (She made the costumes the Brenner family is wearing in the photo at right.) Son Andrew, 11, and daughter Evelyn, 9, are Civil War "veterans," too.

The Brenners have camped out in Gettysburg, reenacted the battles at New Market, Cedar Creek, and Appomattox, and described period clothing and society to spectators.

Richard Nowitz

Most recently, the Brenners were extras in *Ironclad*, an upcoming film about the battle of the *Monitor* and the *Merrimac*.

Experience often mirrors the past. Last summer, Alan Brenner suffered heat exhaustion during an anniversary battle, much as real soldiers did 125 years ago.

"But we're not here to just relive the past as authentically as we can," adds Brenner. "What we're trying to do is teach modern society the lessons to be learned from a war as divisive and devastating as the Civil War."

From School Assembly to State Assembly

Last fall, Nevada voters sent six Association members out of their classrooms—and into the state legislature.

All six are on leave this semester, attending sessions of the biennial assembly, which meets from January to June.

Five of the six are pictured below. They are, left to right: **Doug Bache,** a junior high math teacher from Clark County; Nevada State Education Association President and special ed teacher **Chris Giunchigliani** (also from Clark County); **Ken Haller,** a retired math and social studies teacher from Washoe County; **Wendell Williams,** a social studies teacher from Clark County; and high school government teacher and former NEA Director **Bernie Anderson** from Carson City.

Not pictured is **Joe Elliott,** who teaches in state prisons.

All are in their first terms except Williams, who is returning for his third session.

This year—as in many past—the big issue is education funding. Governor Bob Miller has proposed initiating a business payroll tax, which pleases NSEA.

"Having our members in the legislature gives us an additional voice on a variety of committees that affect education," says Giunchigliani.

She herself serves on the Ways and Means and Taxation Committees, both of which will receive the tax bill.

Jay Ardridge

'I Crashed for Science'

"In my wildest dreams, I never thought I'd ever set foot in an active volcano," says Nebo, Utah, middle school teacher **Ty Robinson.**

Then, last summer, Robinson took a helicopter sightseeing tour over Mount Saint Helen's in Washington State. Something went wrong, and the chopper crash-landed at the base of the still-active lava dome (photo below). Robinson had some cuts and a slight concussion, but his camera still worked.

"I said to myself: 'You're a scientist—this is a dream come true.' Then I shot three rolls of film."

Did that make sense? "I think," says Robinson, "the activity kept me from going into heavier shock."

For an earth science teacher like Robinson, the Mount Saint Helen's lava dome was a wonder world: a soft pumice surface ("crashing on it saved our lives," he says), sulfurous fumes, sulfur-flavored melt-water from the mountain's snowcapped peaks.

"I was humbled," Robinson concludes. "I had a feeling of reverence in there."

That Slippery Slope

At best, it's all downhill for Peru, New York, science teacher **Charles Mitchell** (above, left).

In fact, Mitchell hopes to go downhill faster than anybody else around when he hits the tryouts for the U.S. Olympic bobsled team this spring.

Mitchell's unusual for an Olympic contestant: he's teaching full-time, with the occasional Friday off for practices. Most of his competitors have taken full-time leave to stay at the practice grounds at Lake Placid, New York.

But Mitchell also has an advantage: Lake Placid has been part of his life since he was a child in nearby Plattsburgh and his father took him to see the 1973 world bobsledding champi-onships.

If Mitchell wins a place on the Olympic team, he'll compete in the winter games scheduled for Albertville, France, in February 1992.

When no snow's on the ground, Mitchell keeps in good form by running track and doing weight training. The sled spends the summer motionless in the garage.

But when the snow is right, the bobsled "pusher" gives a skilled shove, and the sled gets going, it's all motion—top speeds are as high as 75 mph.

Mitchell's closest call? Turning over at 70 mph. "Luckily," says Mitchell, "we came out right side up and didn't run into the concrete wall. We just bent the push bars back into shape and went back down.

"Next day we clocked our fastest speed yet."

An Aerospace Ambassador

"I kept thinking that just 30 years ago Francis Gary Powers got shot down for doing exactly what we were doing," recalls **Linda Ewing,** a fourth grade teacher at Sunshine Elementary School in Lehigh, Florida.

As part of the American Aerospace Ambassadors Program last December, Ewing copiloted a Soviet T-134 Jet, watched firsthand a manned Soviet space launch, and toured and photographed aerospace facilities that until then had been among the U.S.S.R.'s best-kept secrets. (She's shown here at Mission Control in Moscow with two autographed space capsules.)

Ewing was invited as a personal guest of Vladimir Pivnyuk—the highest-ranking Soviet space official—to join a 16-member U.S. tour group that included the first private citizens (teachers, engineers, and NASA scientists) to participate in the Aerospace Ambassadors Program.

One of the main purposes of the week-long trip was to watch the launching of a Proton rocket that would transport two cosmonauts and a Japanese journalist to the Soviet space lab MIR. After witnessing take-off in Baikonur, in Soviet Central Asia, the Aerospace Ambassadors returned to Mission Control in Moscow to see the vehicles dock.

The trip was "the thrill of a lifetime," says Ewing, who's followed the progress of the U.S. space program for many years.

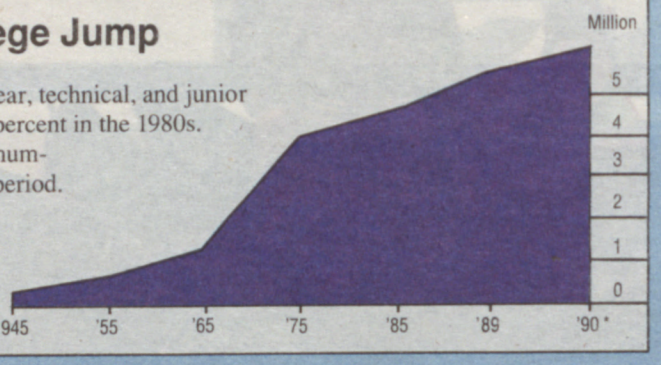
Hers is more than an idle fancy. For her Ph.D. studies in elementary curriculum development (at the University of Southern Mississippi), she's specializing in aerospace technology.

Last spring, she attended the Aerospace Training for Educators program in Huntsville, Alabama.

DATA BANK

Junior College Jump

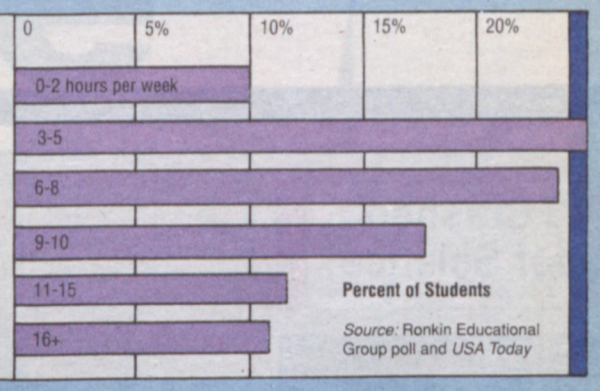
Enrollment in two-year, technical, and junior colleges jumped 18 percent in the 1980s. Here's a look at the numbers over a 45-year period.



Source: American Association of Community and Junior Colleges
*Estimated

Senior Slump?

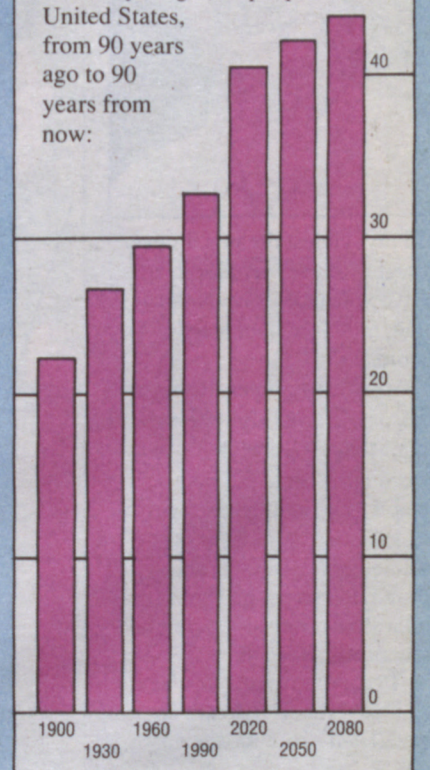
A new survey of 940 high school seniors shows 35 percent study just one hour or less per school day.



Source: Ronkin Educational Group poll and *USA Today*

Getting Older

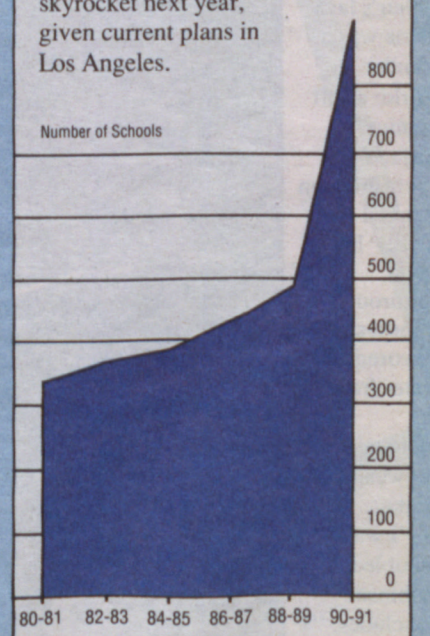
The median age (half are older, half are younger) of people in the United States, from 90 years ago to 90 years from now:



Source: U.S. Census Bureau and *USA Today*

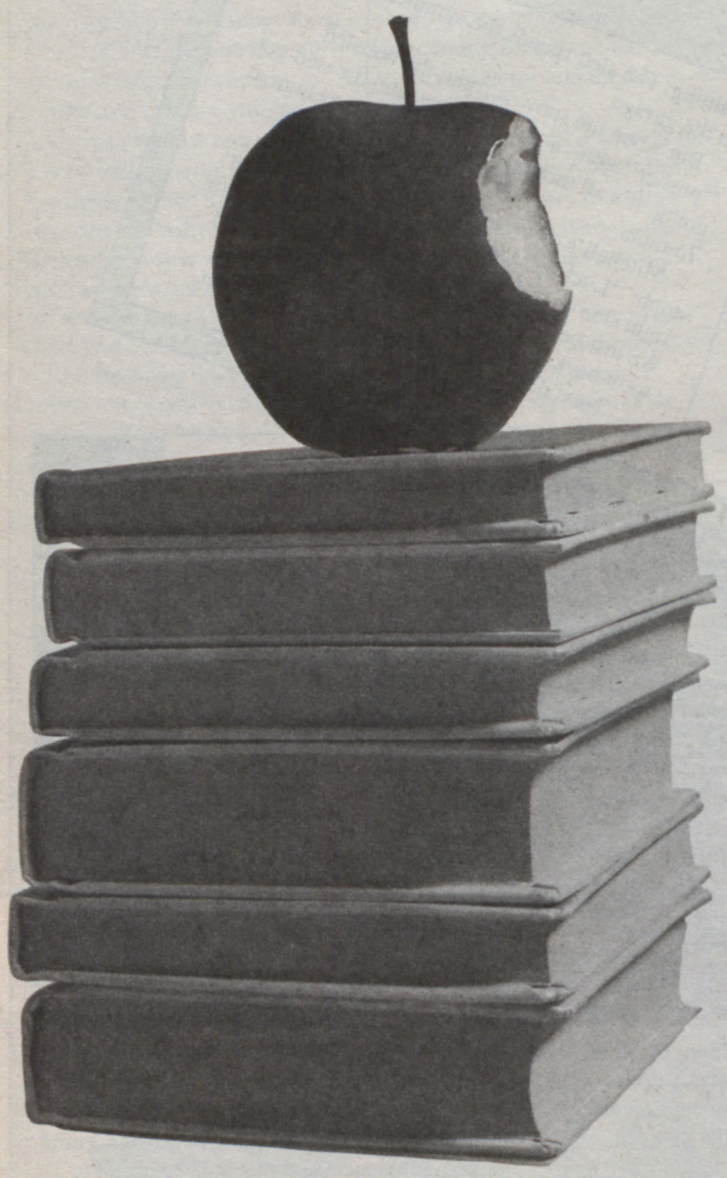
Year-round Schools Gaining Favor

The number of year-round schools increased more than 250 percent in the 1980s—and may skyrocket next year, given current plans in Los Angeles.



Source: National Council for Year-Round Education

Get a taste of our Educators' Internship Program this summer and we'll guarantee you $2,000.



This summer, we'll guarantee you $2,000 just to prove how much you can really earn with The Franklin. We call it the Educators' Internship Program. Educators selected will receive *a guaranteed minimum of $200 a week for a 10-week period* as long as program criteria are met.

Perhaps you've painted houses, taught a course here and there, or done any number of odd jobs during the summer. If so, maybe you should sample The Franklin "great life" this summer.

Many of our top producers are former educators — teachers, coaches, administrators — who've discovered how summer activity with The Franklin can sweeten their incomes tremendously. With the Educators' Internship Program you'll see firsthand what The Franklin is all about. *While earning a minimum of $2,000.*

To get started in this program, call toll free **1-800-272-0122**. We'll show you in just 10 weeks why an extra $2,000 is just your first taste of good things to come.

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TECH TALK

Hi-Tech Vo-Tech: Discovery by Design

"Back to the drawing board" has taken on a whole new meaning. Today's drawing board is a computer—and that's revolutionizing classroom teaching, say two NEA members in Kansas.

If you're going to work in today's world, you'll have to use today's tools. And the sooner you start, the better.

That's the philosophy of Kansas industrial technology teachers Henry De Priest and Mike Nelson. They teach in Overland Park—De Priest at Blue Valley North High School and Nelson at Oxford Middle School.

The two have created a curriculum in which students learn Computer-Aided Design (CAD) from the sixth grade on.

"We wanted to prepare students for a world where more and more designs are executed on computer rather than on paper," says De Priest.

"Our curriculum is specifically designed to meet the building needs of our community."

"With a computer, students can 'draw' their design and then rotate it on-screen to examine every angle," adds Nelson.

In the process, students learn the principles involved in their particular project—aerodynamics, say, or the construction principles of strength and stability.

Once students learn how to use the computer programs, they quickly get to work. Sixth graders spend six weeks designing, assembling, and testing a car that runs on a carbon dioxide cartridge.

"The computers have design components in their programs," explains Nelson. "The students look at alternative designs and select the best one to cut, shape, paint, and assemble."

Seventh and eighth grade students use the computers to design a bridge. De Priest's students move on to design homes, office buildings.

But the proof is in the building, and that's exactly what De Priest and Nelson's students do, erecting small models from their designs.

"No unit is complete without a hands-on segment," insists De Priest. "That's where the problem-solving comes in."

By the time the students build, however, they've detected any flaws in the design or problems with the proposed structure, thanks to De Priest and Nelson and the Computer-Aided Design program.

The CAD program is a hit with local businesses, says De Priest. "Our curriculum is specifically designed to meet the building needs of our community. By the time the students finish school, they're ready—and able—to do the job."

Calling All Teachers

What's the one piece of technology that would make your job much easier, yet is rarely found in a classroom?

Does the word *telephone* ring a bell?

"Teachers are always the last professionals to be provided with tools they can use, and the telephone is a powerful communication tool," says Michael Camp, director of Education Systems at Northern Telecom, Inc.

Northern Telecom recently published, "Using the Telephone To Expand the Classroom: A Guide to Teacher and Classroom Telephony."

The guide describes various telephone features and how educators might use them. It also provides case studies of three schools, all equipped with classroom telephones.

"Teachers and administrators see the importance of having a telephone, but often face barriers," adds Camp. "This guide gives them information to argue their case."

Single copies of the guide are free, but supplies are limited. For a copy call 1-800-NORTHERN.

—Anita Merina

Separate But Equal

One had already run for President. One would someday sit on the Supreme Court. They fought in the highest court in the land, pitted against one another over the education of a single black schoolboy. And the result is still being felt today.

Sunday and Monday April 7th and 8th 9:00 pm EDT on ABC

Starring ***Sidney Poitier*** *as Thurgood Marshall,* ***Burt Lancaster*** *as John Davis. With Cleavon Little and Richard Kiley. A George Stevens Production.*

A General Motors Mark of Excellence Presentation GM

SOUNDING BOARD

Choice at All Costs

By Gabrielle Moore

In 1987, the Richmond Unified School District in Northern California became one of the first in the country to jump on the choice bandwagon. Praised then by the Bush Administration, the choice experiment has turned into an economic and educational disaster, as the district's local NEA leader relates here.

Today, our school system—31,000 students and 1,750 full-time teachers strong—is near bankruptcy. It's $60 million in debt—primarily because of an imposed choice system. The superintendent who established the program has been paid to leave the district, and we're left holding the bag.

The nightmare began three and a half years ago when the school board—citing low test scores and high absenteeism—decided to overhaul our schools. The board hired Walter Marks, a school superintendent with experience in establishing magnet schools in Montclair, New Jersey, and Raleigh, North Carolina.

"This three-year experiment in choice hasn't cut the dropout rate. It hasn't improved teaching and learning. It has left our school district in a shambles."

Marks set about making every school in the district a magnet school. He began by having living-room dialogues with parents about his model open enrollment plan. He proposed dividing the district into areas 3 or 4 miles across and setting up three or four different school models in each area.

Parents could send their kids to any one of the models. But they couldn't choose the kind of model their neighborhood school would be—and teachers and local administrators would have no input in the plan.

Marks established the first magnet schools—five for elementary gifted and talented students—in February 1988. In the following years, he established classical, international, future, and university lab models.

Marks sold this plan to parents as true choice. It wasn't. The program was conceived and implemented autocratically—without any parent, teacher, or principal involved.

And it didn't work.

One reason was lack of transportation. Except for service to one site, no school buses were provided. Perhaps that's why fewer than 10 percent of the parents chose to send their children to schools outside their own neighborhoods.

There were other drawbacks: poor planning, inadequate curriculum, short supplies, and too many administrators.

But the biggest problem was money.

The program was costly to begin with, and other factors—less state aid, fewer lottery funds, employee salary increases, limited special education funding, loss of promised grant money, and decreased student projections—increased expenses.

By spring, 1990, our district was in serious financial trouble. The state loaned the district $9.5 million and appointed a trustee. The district made massive cuts in classified employee positions and laid off 100 temporary teachers.

This school year—1990-91—the district has a $29.5 million deficit. It has applied for another loan from the state.

As I write this, Governor Pete Wilson and the State Assembly Republicans are refusing to lend Richmond the money unless the teachers give up their contract and suspend collective bargaining for the next three years.

The district is near bankruptcy. There is talk of paying our salaries in scrip. Teacher morale is at an all-time low.

It's uncertain whether the schools will remain open the rest of this year.

This three-year experiment in choice hasn't cut the dropout rate. It hasn't improved teaching and learning. It has left our school district in a shambles.

Gabrielle Moore, the current president of the United Teachers of Richmond, is an elementary teacher.

As every teacher and parent inevitably discovers, there is a curious truth to curiosity: It often defies their best efforts to inspire it.

Yet, many of these same teachers and parents can tell of magic moments when, exposed to new facts or fresh experiences, young minds awaken.

Aroused, they become eager to know all we can teach.

That's why, since 1976, we've funded and provided free-loan educational films to schools, to encourage learning. And to show where learning can lead.

Already millions of students have seen "American Enterprise," an exciting profile of U.S. economic history; "The Search for Solutions" on science and problem solving; and "The Challenge of the Unknown," covering mathematics, all in an entertaining and involving way.

We don't have all the answers for stimulating the curiosity of every young person who sees these films. But we hope to provide the new fact or fresh experience that might serve as the first step.

PHILLIPS PETROLEUM COMPANY PHILLIPS 66

To obtain these films for your local school, write to Educational Films, Phillips Petroleum Company, 16C-4PB, Bartlesville, OK 74004.

RESEARCH CLUES

ETV: Teachers Want More

An overwhelming majority of the nation's teachers are ready and eager to put instructional television to use in their classrooms.

But over half the nation's schools still don't have direct access to cable TV, a growing source of instructional programming.

These are two of the findings that stand out from a recently conducted survey carried out by Professor Dale Mann of the Columbia University Teachers College.*

Mann surveyed both teachers in grades 6-12 and school media specialists on their use of educational television (ETV). He found that:

► Teachers are enthusiastic about educational television—96 percent think it's great for instruction, three out of four plan to use it more next year.

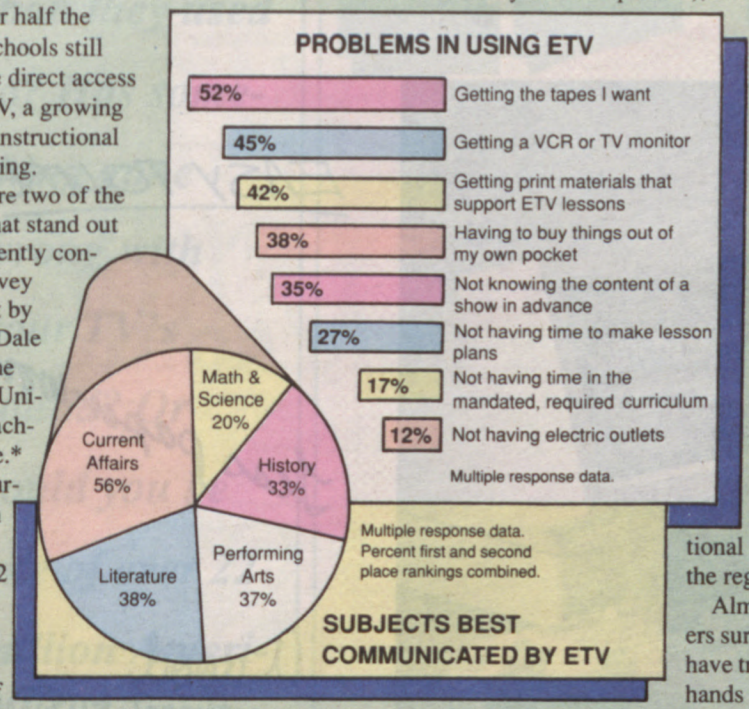
► Forty percent of teachers are in schools that don't have access to cable television now—and don't have any immediate plans to gain that access. Another 11 percent of teachers say their schools will probably have cable in a few years.

Not surprisingly, given the lack of cable access in most schools, the most watched instruction-related programs are the educational offerings broadcast over the airwaves by PBS. Some 56 percent of the teachers in the survey listed PBS as their prime source of educational programming.

But the survey also found audiences for cable offerings like *CNN Newsroom*, *A&E Classroom*, *Assignment Discovery*, and *C-Span*.

Some 12 percent of the teachers surveyed now use *CNN Newsroom*, making that program, by a narrow margin, the cable show put to the most classroom use.

The subjects teachers think educational television communicates most powerfully are shown in the pie chart below: current affairs (ranked highest by 56 percent), literature (38 percent), performing arts (37 percent), and history (33 percent).**


PROBLEMS IN USING ETV
52% Getting the tapes I want
45% Getting a VCR or TV monitor
42% Getting print materials that support ETV lessons
38% Having to buy things out of my own pocket
35% Not knowing the content of a show in advance
27% Not having time to make lesson plans
17% Not having time in the mandated, required curriculum
12% Not having electric outlets
Multiple response data.
Current Affairs 56%
Math & Science 20%
History 33%
Literature 38%
Performing Arts 37%
Multiple response data. Percent first and second place rankings combined.
SUBJECTS BEST COMMUNICATED BY ETV

What obstacles stand in the way of teachers who'd like to use instructional programming more frequently?

Tops on the teacher list: the lack of print materials—for themselves and their students—that could link instructional programming to the regular curriculum.

Almost half the teachers surveyed (45 percent) have trouble getting their hands on VCRs or TV monitors.

Sadly, about one out of every eight teachers surveyed couldn't plug a TV or a VCR in even if they somehow found one. Their classrooms lack an open electrical outlet!

—Nancy R. Needham

**Dale Mann, "How Teachers and Media Specialists Grade Cable TV," Teachers College, Columbia University, February, 1991.*

***Percentages indicate the proportion of respondents giving the area first or second ranking.*

My Principal, My Potter?

Visionary principals who have successfully read and shaped the cultures of their schools play a variety of roles, according to a new study from the U.S. Department of Education's Office of Educational Research and Improvement (OERI).

Here, say study authors Terrence E. Deal and Kent D. Peterson, are the roles good principals play:

► a symbol, who models values in routines, dress, and behavior

► a potter, who shapes the school's heroes, rituals, ceremonies, and symbols, and who is shaped by them

► a poet, who uses language to reinforce values and sustain the school's best image of itself

► an actor, who improvises in daily school dramas

► a healer, who oversees the transitions and changes in school life.

Write for a copy of *The Principal's Role in Shaping School Culture*. Stock no. 065-000-00426-7, $3.75. Superintendent of Documents, USGPO, Washington, DC 20402.

Rising Norms Mean...

How could as many as 71 percent of kids score above average on district-mandated standardized achievement tests?

UCLA researcher Lorrie Shepard has found evidence of two practices that may explain this phenomenon.

Narrowing the curriculum. The practice works this way: school districts—reasonably—pick tests that match what they teach, then fine-tune what they teach to the tests.

But the kids in the original norm group probably didn't have a "narrowed" curriculum, so it's not hard for today's kids to outscore them and look like higher achievers.

Teaching the test. Teachers give kids practice on the test's format—as opposed to its content—which can increase scores without increasing real achievement. They may also, Shepard speculates, remember test questions from one year to the next and subconsciously emphasize them in class.

For more details, see John Hollifield, "Improved Test Scores Don't Mean Higher Achievement," *R&D Preview*, Council for Educational Development and Research (CEDaR), December 1990.

Parent-Teacher Conferences

Make Every Parent-Teacher Conference SUCCESSFUL!

Parent-Teacher Conferencing. Second Edition. Joseph C. Rotter, Edward H. Robinson III, and Mary Ann Fey. This brief, concise report tells you how to do it, based on in-depth research. It gives you effective ways for teachers to improve their communication skills with parents and involve parents in the educational, personal, and social development of their children. (1075-2-00-F9) $3.95

The Teacher and Parent-Teacher Conferences. A quick reference booklet full of techniques for teachers to communicate effectively with parents, and suggestions for ways of working with different "types" of parents. (0940-1-00-F9) $2.95

Parent-Teacher Conferences. This filmstrip will help you answer such questions as where should the conference take place? who should be present? what should the teacher's role be? how should the parent prepare? and what results should be expected? A concise, motivational filmstrip with cassette narration, and a Guide and Script with Discussion Questions. (0888-X-00-F9) $37.50

Let's Have a Conference -- You and Your Child's Teacher. Use this reproducible Master copy for duplicating *as many copies* as you want--as often as you want. The handout answers questions most asked by parents and gives hints on how to maximize the value of a parent-teacher conference. It outlines the purpose of a conference, kinds of questions it is most appropriate to ask in that setting, and how to follow-up on the conference. (5161-0-00-F9) $3.00

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LET'S HEAR IT!

Do people mumble more than they used to? Has something gone wrong with your TV's sound? Or could you be one of over 22 million Americans whose hearing is impaired?

People are often in their mid-fifties when they first notice hearing loss—but hearing loss isn't a natural part of the aging process. Rather, it comes from years of damage caused by excessive noise.

People in nonindustrialized parts of Africa have been found to retain almost all their hearing into their eighties, while one in eight college-age men in the U.S. already has lost some hearing.

Though often treated as a minor—even comical—handicap, hearing loss can be traumatic for the people affected and those around them.

People with hearing loss often refuse to acknowledge the problem. Instead, they become sullen, hostile, or uncommunicative, straining marriages and friendships. Their confusion in understanding others may be interpreted as a symptom of Alzheimer's disease, or depression or psychosis.

Perhaps worst of all, people with hearing loss are often isolated because they're "hard to talk to."

Despite these problems, researchers say, only one in four people who could benefit from medical help seeks it.

Types of Hearing Problems

Having a hearing loss is *not* like listening to a radio that's playing too softly. If you want to reach a person with hearing loss, shouting won't help.

The major types of hearing impairments in adults are:

Conductive loss. This is often caused by infections. Sufferers feel as if their ears are plugged with water.

Tinnitus. Constant or sporadic ringing or buzzing drowns out other sounds.

Sensorineural loss. Loss of ability to detect higher-frequency sounds makes it hard to distinguish words from background noise. This usually results from long-term exposure to loud noise.

Hearing problems can also stem from trauma, infection, build-up of ear wax, adverse reactions to medicine, high blood pressure, or clogged arteries.

If you experience *any* hearing problem, don't assume it's merely a part of growing old. See a doctor immediately.

How To Cope

If you're hard of hearing, the group Self Help for Hard of Hearing People (SHHH) gives the following tips for conversing more easily:

Set the stage. Pick a well-lit, quiet place to talk. Mention your impairment and how best to talk to you.

Listen actively. Pay attention, look for visual clues, and don't interrupt too soon to ask for a repetition. Let the conversation flow awhile to gain more meaning.

Establish empathy. React to what you hear so speakers can tell how they're doing. And don't bluff: admit when you don't understand or are too tired to concentrate.

If you're talking to someone with a hearing impairment, speak clearly and at a moderate pace. Look directly at the person. Don't shout, hide your mouth, chew gum, or smoke. Use facial expressions, gestures, and visual cues to get your point across, and rephrase what you say if it's not understood. Above all, be patient, respectful, positive, and relaxed.

If you or someone you know has difficulty hearing, several devices can help, Besides hearing aids, consider telephone amplifiers, flashing lights attached to doorbells and telephone ringers, and telecaption decoders.

NEA-Retired offers services from preretirement seminars to discounts to its publication, The Best Years. *To join, write NEA-Retired, 1201 16th St., N.W., Washington, DC 20036.*

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301-657-2249 (TDD/TTY)

National Information Center On Deafness
Gallaudet University
800 Florida Ave., N.E.
Washington, DC 20002
202-651-5051 (Voice)
202-651-5052 (TDD/TTY)

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
301-897-5700 (Voice/TTY)

YOU AND THE LAW

Tape Now, Play Later: Is It Legal?

Several New Jersey NEA members recently wrote to *NEA Today* with questions about the legality of taping TV programs and using them in class.

"Once in a great while," they wrote, "there's something excellent on TV we'd like to tape and use forever. But we feel restricted because of copyright laws."

Their request: research copyright law and tell us what our rights are. Here's their answer.

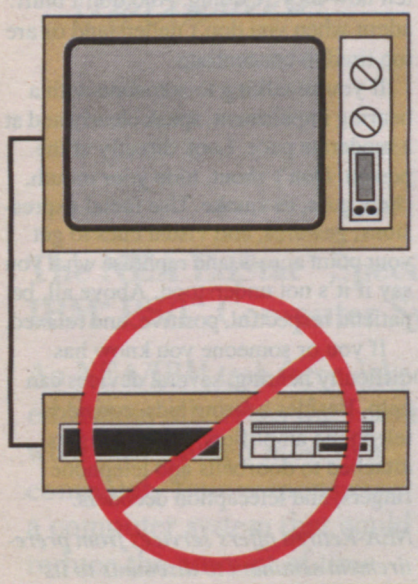
The guidelines for taping TV programs for classroom use are different for commercial broadcasting, public broadcasting, and cable.

The following guidelines apply to commercial television broadcasts:

► Off-air video recordings may be kept for no more than 45 calendar days, then the tapes must be erased.

► The recordings may be shown to students only within the first 10 school days of the 45-day period.

► The recordings may be shown no more than twice during the 10-day period



(and the second time only to reinforce instruction.)

► After that, only teachers may see the tapes to decide if they want to use the program as part of their curriculum.

► Programs can be recorded only once and only at a teacher's request, not "just in case." (Duplicate copies for teachers can be made; all copies are subject to the same restrictions as the original.)

► The tapes can't be physically or electronically altered.

► All copies must include the copyright notice as recorded.

The above rules also apply to some public television broadcasts, but public broadcasting also offers more liberal taping rights to many of its programs, including unlimited taping rights to National Geographic Specials.

Each cable network seems to have set up its own rules:

► *Lifetime:* Recording is permitted for 30-day use.

► *CNN:* Schools enrolled in *CNN News Room* can tape that show every day and use the tape forever.

► *The Learning Channel:* You can tape and use a daily two-hour commercial-free package called TLC Electronic Library.

► *Bravo:* Use the commercial and public television guidelines.

► *C-Span:* You can tape anything for the classroom and use it forever.

► *The Discovery Channel:* You can tape *Assignment Discovery* programs (not others) and use them for up to a year.

► *Arts and Entertainment:* You can tape *A&E in the Classroom* (8 to 9 a.m. weekdays) and use each program for up to a year.

► *HBO:* Write to Corporate Affairs, 1100 Avenue of the Americas, New York, NY 10036.

► *Show Time/The Movie Channel:* Write to Corporate Communications, Show Time Network, Inc., 37th Floor, 1633 Broadway, New York, NY 10019.

► *Disney:* This network doesn't endorse the educational fair use guidelines for off-air taping.

► *Family Channel:* This network doesn't endorse the fair use guidelines.

Sources:

► *Copyright: Staying Within the Law, A Resource Guide for Educators.* Available for $7.50 from PBS Elementary and Secondary Service, 1320 Braddock Place, Alexandria, VA 22314.

► *KIDSNET,* 6856 Eastern Ave., N.W., Suite 208, Washington, DC 20012.

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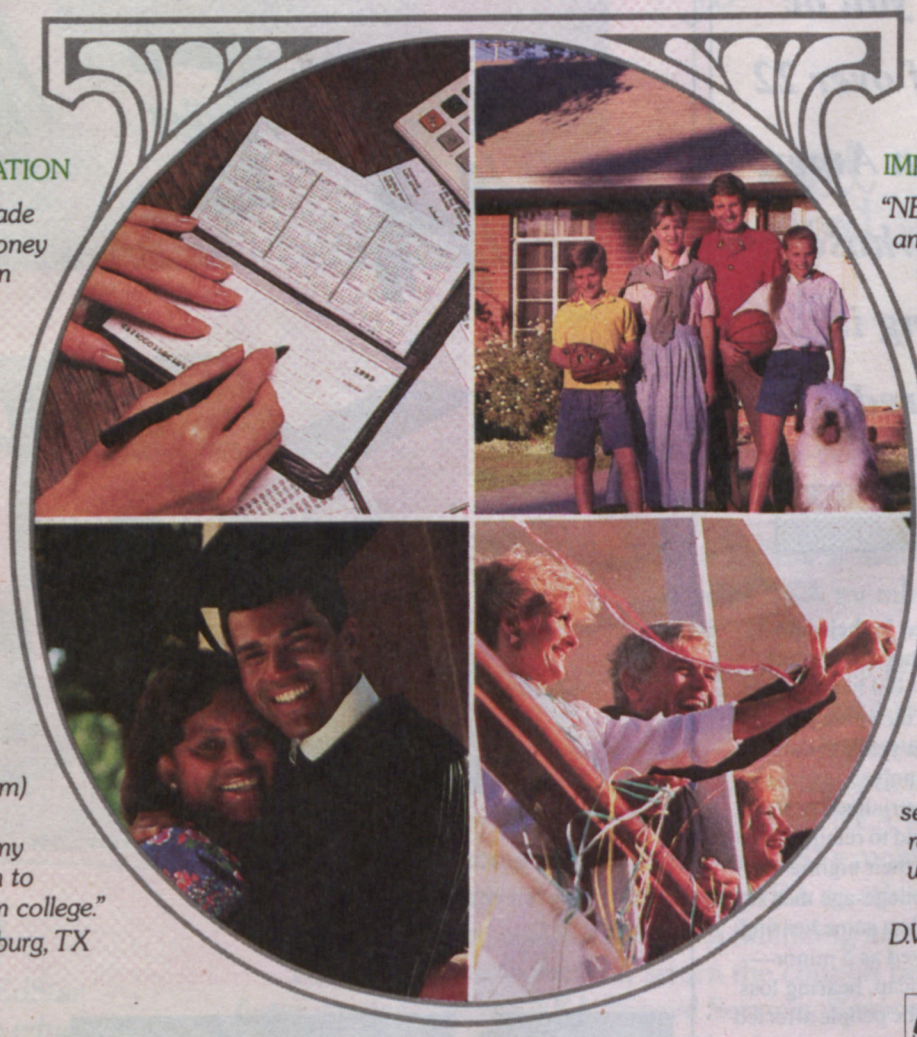

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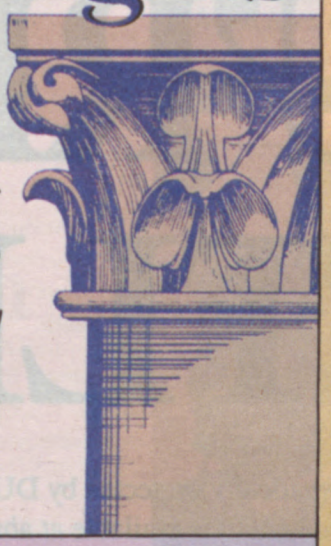

The crisis in the savings and loan industry may be giving you second thoughts about the insurance industry as well. Is your insurance safe? Financial writer/analyst Mary Rowland offers some advice.

There's been a lot of talk in the past year about instability in the insurance industry. Critics point out that insurance companies' chief investments are real estate and junk bonds—the same investments that got the savings and loan companies into their current mess.

Some even suggest that the next S&L crisis will be played out in the insurance industry.

This kind of speculation can be nightmarish for investors who've tucked their nest eggs away in annuities or purchased large cash-value life insurance policies.

"People who sell life insurance products are stirring up the worst of the controversy."

For them, naturally, the safety of their money comes first. But if they decide that means a move from one insurer to another, they may pay surrender fees.

What should they do?

If you're in this situation, you should know that most experts do not expect the life insurance industry to replay the S&L crisis.

Many companies are already taking steps to adjust their investments and make them more secure.

The experts also say it's rarely wise to switch policies out of fear. If you switch, you'll lose substantial up-front fees built into the price of the policy and may end up paying other expenses.

People who sell life insurance are stirring up the worst of the controversy. When you, as a policyholder, are confused, some agents try to take advantage of that confusion by persuading you to switch policies so they can earn a new commission.

"They circle like barracudas who smell blood in the water," says Richard E. Stewart, an insurance consultant and former New York state insurance superintendent.

So if an agent tells you your insurance company is in trouble and you should bail out quickly, be very suspicious.

"Anyone who gets a call from a broker asking them to switch policies should remember that nine times out of 10 that broker just wants to earn a new commission," says James Hunt, a director of the National Insurance Consumer Organization.

Consider a company that's often been in the spotlight over the past year: Executive Life of California.

Executive Life reported an $800 million loss in junk bonds, a very speculative and risky investment. But the company weathered the storm and is now meeting all its obligations. In fact, it may be the smaller, less stable companies that members should be leery of.

Most experts say that policyholders who'd lose money by transferring to another company should leave their nest egg where it is. After all, there's a safety net: state guaranty funds pay policyholders up to a set limit if an insurance company goes under.

Your state has such a fund unless you live in Colorado, Louisiana, New Jersey, or the District of Columbia. Where there is a fund, you can check on its limit by calling your state insurance department.

There's one disadvantage of depending on the state guaranty fund, though. If your company does go under and no other insurance company buys it out, you may have to wait several months until the state guaranty funds become available to pay your benefits.

Of course, if you live in one of the few places without a guaranty fund, you need to evaluate the insurance company's stability more carefully before buying an insurance product.

Cancelling a policy to move to a new company is rarely a good idea—but what if you're in the market for a *new* life insurance policy or annuity contract?

You may want to shop for the safest company you can find. Next month, this column will offer some ways to check on a company's stability.

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Health

Information about health factors that affect the way students learn.

Dr. Daniel Levy practices pediatrics in Owings Mills, Maryland. He is the public relations chair for the American Academy of Pediatrics' Maryland chapter and a consultant to several area schools.

The School Pediatrician

Q. As a school pediatrician, what do you do?
A. I'm a general health consultant for the school. I help detect developmental delays and handicaps in children. When one of these turns up, I refer the student to the remedial and corrective care programs that can help.

I make sure each student has regular medical care outside of school. And when a student needs emotional support, I often provide that, too.

Q. What's a typical week like? Are certain times of the year busier than others?
A. I'm in the school twice a week. I screen new students for diseases like AIDS and hepatitis and check immunization records to be sure children are up-to-date.

The flu season runs from the beginning of the school year through March. But when any kind of epidemic breaks out, I educate the school staff about how the disease is communicated—otherwise misconceptions could easily arise.

Q. What types of problems might you have in caring for schoolchildren?
A. Day care and preschool settings are the most difficult health environments to deal with. Many children attend these programs while they're sick, which can threaten other children.

Also, in treating children, doctors must contend with the policies of the school administration and the wishes of parents. Sometimes politics get involved. But good communication helps a lot.

Q. What are the limits on your activities as a school pediatrician?
A. In some schools, I'm only there to carry out the procedures stated in the school policy. I have no effect on the treatment. I can only make suggestions—from there, it's up to the Board of Education's Health Department.

In other schools, I'm considered the school health expert; they rely on me more, and I can carry out procedures and policies with less red tape.

Q. How do you think health issues affect the schools?
A. They make a great difference. Children who have access to initial and follow-up care do better work and are absent less. As children's health improves, their interests and performance improve. Then everybody can learn more.

Q. In general, what types of issues do you bring to the school community's attention?
A. Parents, students, and especially school administrators are concerned with health issues. So I don't just care for students' health, I educate the school community as well.

I give advice about handling infectious diseases like mumps or chicken pox. Bicycle safety is another issue parents and school administrators are interested in.

As issues arise, I step in as a health adviser. Most of the issues involve individual cases, but when a disease breaks out in the community or the region, I inform all school personnel about it.

Q. How do you keep yourself up-to-date on these health issues?
A. I read journals and attend professional meetings. Also, I keep a watch out for current issues in the community.

In turn, I write about some of these issues in a column in the *Carroll County Times*, a newspaper that reaches about 22,000 homes in this part of Maryland. As I stay informed, I try to inform the community, too.

Q. How do you communicate with school personnel, parents, children?
A. As a regional spokesperson for the American Academy of Pediatrics, and as a busy practitioner, I have many avenues for communication. Besides direct contact with school staff, parents, and kids, either in person or by phone, my newspaper column reaches many of the parents and students in the school.

The most-watched TV station in our area often asks me to appear on local newscasts. On occasion, I write letters to kids and parents about a particular issue or send articles of interest to folks in the school.

Q. What else do you feel is essential in your role?
A. As a school pediatrician, I see myself as a child's advocate. So I take every opportunity to speak up for children by getting involved as physician, teacher, and friend to the kids. Needless to say, I believe the way I conduct myself with children and parents provides an important role model.

Q. Do you consider yourself a health role model for children?
A. Absolutely. School is only part of a child's life. I try to get involved in community activities that affect children, like Little League baseball, and exercise and fitness programs.

I enjoy getting involved with the kids and letting them know that activities that keep them healthy should last a lifetime.

Pediatricians Back Clinics in California

Pediatricians are leading an effort to put health clinics in elementary schools in Santa Ana, California.

The doctors, members of the American Academy of Pediatrics California Chapter 4, examined more than 100 first- and fifth-grade children last winter as a first step toward showing the need for the clinics.

"The screenings provided us with a brief glimpse of the health problems these children are facing," explains Dr. David Lang, one of the project's chief organizers. "That brief glimpse told us that, for the most part, these children's problems can be cared for and prevented. It came as no great surprise. These children are underserved."

In the four days of screenings, the pediatricians found 168 medical problems, from mild anemia to a ruptured eardrum. Most common diagnosis: dental cavities.

Dr. Paul Qaqundah, who chairs the chapter's school health committee, commented on another of the doctors' findings: "It's frustrating to think that somewhere in the middle of the U.S. there's a place where 80 percent of the children have never seen a doctor."

Qaqundah noted that many of Santa Ana's 25,000 kindergarten through fifth-grade students are from low-income families and have no health insurance. Many of these families can't afford even basic preventive health care.

"The only time they get health care," notes Qaqundah, "is when they go to the hospital emergency room, and by then they're very ill or maybe even in a life-and-death situation."

Establishing health clinics in the elementary schools could help alleviate the youngsters' health care problems. The AAP chapter is working to get a pilot clinic in place by next fall and to expand the program to include all 24 Santa Ana elementary schools.

Lack of money, of course, will be the major obstacle. Each clinic would cost about $175,000 to operate. So far, some funds have come in through grants from a private foundation, the city of Santa Ana, and the AAP chapter.

Lucinda Hundley, who heads the Santa Ana schools' special education and health services department, says each clinic would have a nurse, a medical assistant, a secretary and insurance counselor, and a part-time medical director.

The clinics would refer students who need medical attention to local physicians.

"We're concerned about these kids' ability to learn," Hundley explains. "These clinics can help, even if it's just from the standpoint of improving attendance and getting them ready to learn."

IMPORTANT:

DUES-TAB Beneficiary Registration Form

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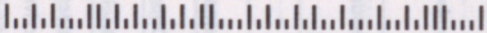

DUES-TAB Beneficiary Registration Form

DUES-TAB no-cost insurance is an **automatic** benefit for eligible NEA members. Please help us administer this program by giving us information on your beneficiary and by completing this form in its entirety. This information will be held in strict confidence. Thank you!

1. Member Name

Last First M.I.

2. Residence

Street

City State Zip

3. Phone: ( )

4A. Date of Birth: / /

4B. Social Security #:

5. Select your beneficiary for the DUES-TAB death benefit:

☐Surviving spouse (at time of death) ☐Surviving parents
☐Surviving children (divided equally) ☐Estate

If you want to name as beneficiary someone other than the options listed, please check the "Estate" box, then in your will, designate that person.

6. I am currently an

☐Active ☐Life ☐Reserve ☐Staff member.

Life members must be actively employed in the field of education.

7. Select category which best represents your Employment Level:

☐Elementary ☐Intermediate/Jr. High/Middle School
☐High School ☐Community or Junior College
☐College or University ☐Other

8. Select category which best represents your Subject Area:

☐English/L.A./Speech ☐Mathematics ☐Science Related
☐Social Studies/History ☐Health Related/P.E. ☐Fine Arts
☐Voc./Business Ed. Related ☐Foreign Languages ☐General Education
☐Counselors/Psych./Soc. Workers ☐Ed. Support System ☐Other

9. Sex:

☐Male ☐Female

10. Marital Status:

☐Single ☐Married ☐Separated, Divorced or Widowed

11. If married, what is employment status of your spouse?

☐Educational employee ☐Other professional ☐Executive
☐White-collar worker ☐Blue-collar worker ☐Unskilled laborer
☐Unemployed ☐Homemaker ☐Student
☐Other ☐Retired

12. Are you the major wage earner in your household?

☐Yes ☐No ☐About the same

Total Family Income:

☐$19,999 or below ☐$40-49,999 ☐$70,000 or above
☐$20-29,999 ☐$50-59,999
☐$30-39,999 ☐$60-69,999

13. Number of children age 22 or younger dependent on you for support: ☐0 ☐1 ☐2 ☐3 ☐4 or more

Children's Year of Birth:

1st child _____ 2nd child _____ 3rd child _____ 4th child _____

14. Which statement best describes your housing situation?

☐Rent living quarters ☐Own mobile home
☐Live with relatives ☐Own house
☐Own condominium or cooperative ☐Other

15. I have been a continuous NEA member since the _____ school year.

By signing this form, I verify that I am a member in good standing of the National Education Association.

Member's Signature

Date Signed

Please sign, seal and return this completed form.

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BOOK BEAT

Casting a Fresh Eye

Three new books are willing to take a whack at perennial education problems.

Unfulfilled Expectations: Home and School Influences on Literacy.
By Catherine E. Snow, Wendy S. Barnes, Jean Chandler, Irene F. Goodman, and Lowry Hemphill
Harvard. 251 pp. $29.95.

The hypothesis: if poor children have parents who encourage literacy (by having books around, reading aloud, etc.) will that keep them from falling behind their age-mates? At first, it seemed to this group of Harvard researchers that their theory was correct: the right home—or the right teacher, and especially both together—did make a difference in this small sample of 32 New England children studied over a two-year period.

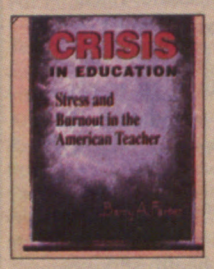
But ultimately, when the team went back for a follow-up look, they found that the literacy demands of high school—the absolute need to be able to learn from books—were defeating the children.

Even the "literacy-enhancing" parents hadn't been able to save their kids: uneducated themselves, they hadn't a clue as to what literacy at the high school level meant.

Crisis in Education: Stress and Burnout in the American Teacher.
By Barry A. Farber
Jossey-Bass. 338 pp. $27.95.

The problem: Demoralized teachers who can no longer "persist effectively" in the classroom.

Author Barry Farber, a clinical psychologist who gives workshops on burnout, is honest enough to say that workshops on stress and time management won't cure burnout.



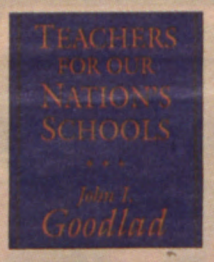
Instead more basic changes are needed—for example, to structure schools so teachers have one-on-one relationships with students, are involved in school management, and teach in a school that's also a community.

The touchstone: creating situations in which teachers can be effective.

Teachers for Our Nation's Schools.
By John I. Goodlad
Jossey-Bass. 427 pp. $21.95.

The problem: how to train future teachers to work in schools not as they are but as they could be.

The conventional wisdom: let the best practitioners train future teachers. But in *Teachers for Our Nation's Schools,* John Goodlad argues no.



Instead, Goodlad says, let teacher education do what medical education did 80 years ago: become a well-funded, semiautonomous unit within the university (separate from the college of education even), with a faculty that does research as well as practices its craft.

Then you want to improve the teaching of, say, history? Bring in the college history professors, the high school history teachers, the elementary teachers, the students preparing to be history teachers—plus the learning psychologists, and the teacher educators. Let everyone collaborate on research, and through case studies and other devices build a body of professional knowledge that can be taught to future teachers.

Then you'll have a profession.

—Nancy R. Needham
Book Review Editor

In his new book **A Special Relationship: Our Teachers and How We Learned** (Pushcart Press, 346 pp., $28.95), John C. Board, IPD director at the Connecticut Education Association, has collected marvelous anecdotes from famous Americans about the teachers who mattered most.

Jane M. Healy's Endangered Minds: Why Our Children Don't Think *is the current main selection of the NEA Professional Library Book Club, 230 Livingston St., Northvale, NJ 07647, 800/525-6939.*

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Your NEA

'Learning Tomorrow' Awards Announced

Chuck Burton

"Learning Tomorrow" winner Gail Morse of North Carolina.

Educators from 13 states have received $500 awards from the National Foundation for the Improvement of Education for papers describing their innovative uses of technology.

The awards are part of the NEA-created Foundation's "Learning Tomorrow" program. The winners:

Sheryl Abshire, College Oaks Elementary School, Lake Charles, Louisiana; **Linda Royahn Copper**, Home and Hospital School, Baltimore County, Maryland; **Mary Lu Foreman**, Center High School, Kansas City, Missouri; **Diane Frank**, **Carol Goltz**, and **Mary Margaret Stephens**, West Anchorage High School, Anchorage, Alaska.

William Jordan, Coral Shores High School, Tavernier, Florida; **Cora Marshall**, T. C. Williams High School, Alexandria, Virginia; **John Maunu**, Grosse Ile High School, **Jerome Sullivan**, Highland Park High School, and **Keith Zook**, Grosse Ile Township Schools, Michigan; **William Mittlefehldt**, Anoka Senior High School, Minnesota.

Gail Morse, J. M. Alexander Junior High School, Huntersville, North Carolina; **Donald W. Pottle**, Shrewsbury High School, Massachusetts; **Ronald Eric Matthews,** Dewitt Taylor Middle-High School (contact Jana Register), Pierson, Florida; **Kathy Rehfield-Pelles**, White Plains Public Schools, New York.

Marci Rogers, Van Buren Intermediate School, Stockton, California; **Sharon G. Shrout**, Noe Middle School, Louisville, Kentucky; **Nancy Seamount**, Juneau Borough Schools, Juneau, Alaska; **Terry Thode**, Hemingway School, Ketchum, Idaho; **Anthony M. Witwicki**, Beverly High School, Massachusetts.

'Be a Good Sport' Day

"It doesn't matter if you win or lose, it's how you play the game." That old adage is the spirit of a new event, National Sportsmanship Day. Set for April 24, the day will be devoted to issues of ethics, fair play, and sportsmanship.

A wide turnout is expected at schools and colleges as teachers, administrators, coaches, student athletes, alumni, parents, and fans create an awareness—in themselves and in the public—of the meaning of sportsmanship.

The NEA-backed Institute for International Sport, the day's sponsor, has sent promotional brochures about National Sportsmanship Day to athletic directors at every high school in the country. Schools that return the brochure's sign-up form will receive an informational packet that features a videotape "discussion starter."

Check with your local athletic director to see whether your school has signed up, or contact the Institute at 306 Adams Hall, University of Rhode Island, Kingston, RI 02881.

NEA Board Ends Some Boycotts

The NEA Board of Directors voted at its February meeting to continue supporting the boycotts of California table grapes, Shell Oil Company products, the International Paper Company, Folgers coffee, and Continental Airlines.

The Board ended boycotts of Eastern Airlines, Trans World Airways, and Red Coach Lettuce.

The Board also allocated $80,000 from the 1990-91 Contingency Fund to the National Council for the Accreditation of Teacher Education (NCATE) as a one-time contribution beyond annual dues.

The motion got the support of 150 Board members, one did not vote, and two were absent. The absentees were Rena Butler of Mississippi and Roy C. Weatherford (at large, higher education). The alternate was Lee Betterman of Illinois.

LOOKING BACK

Showing Legislators Their Mistake

Green ribbons, TV spots, and ads in city buses. They're all part of an "Invest in Education" campaign, sponsored by the Hawaii State Teachers Association. The goal: restoration of $96 million that legislators cut from the state's two-year education budget (State Side, Feb.).

The main component of the campaign is a 30-second TV ad featuring HSTA members and students. The background song—beginning "There's a life out there I want so much, A bright tomorrow I can almost touch."—is original. HSTA estimates that by the end of May, when the spot stops running, 95 percent of Hawaii's TV viewers will have seen it.

HSTA has distributed posters (pictured above) with scenes from the TV ad to schools, libraries, and businesses so they can display their support for public education. In addition, the Association is asking everyone to tie a green ribbon to their car's antenna or side mirror as a further show of public support.

Gun-free Schools

There's hope for schools plagued by guns.

An omnibus crime bill recently signed into law by President Bush will, hopefully, make it easier to stop shootings and gun traffic in and near schools ("Washington Watch," November 1990).

The bill—P.L. 101-637—makes it a federal crime to possess or discharge a gun on school grounds or within 1,000

A Valid Assessment Device?

How best to measure student progress ("What Is He Learning?" Dec. 1990)? Some school districts have begun answering that question by asking students to develop portfolios. Now an entire state—Vermont—has taken up the idea.

Starting this year, half of Vermont's elementary and middle schools—135 of them—are piloting the program in fourth and eighth grade math and writing. Other parts of the assessment will be a uniform test and samples of students' best work.

Instead of letter grades, Vermont's program uses scales to judge ability in a variety of skills that standardized tests aren't designed to judge.

To ensure the objectivity of the assessment, two teachers will judge a sample of portfolios in each school to assess the performance of individual schools as well as provide statewide scores.

Young Students Change Old Ways

Would your students like to know how to make a difference in this world? A new book by Salt Lake City teacher Barbara Lewis—*The Kid's Guide to Social Action*—tells kids how to solve social problems—any kind—by turning creative thinking into positive action. The guide, for kids from fifth grade up, grew out of Lewis' work with her own students.

A few years ago, Lewis and her gifted and talented classes at Jackson Elementary School suspected that 40,000 old barrels stored on a nearby lot were contaminated with toxic waste ("Cleaning Up for the Future," April 1989).

Mobilizing the Environmental Protection Agency, the local community health department, the mayor's office, and the property owner, the kids proved the presence of dangerous waste, and they were able to get the barrels removed.

They set up a fund to clean up other Utah hazardous waste sites, raised more than $2,000, and lobbied for a law to allow the state to accept the money. In the end, the legislature set up a new fund with $3 million.

Lewis' book is published by Free Spirit Publishing of Minneapolis, Minnesota (1-800-735-READ) $14.95.

AIDS Training Package Available

The NEA Health Information Network's AIDS Education Training Package is available for teachers of grades 4-12 ("Hard Lessons To Teach," Feb.).

The package contains two videotapes and a teacher's resource guide.

Normal price for the package is $95 (plus $10 shipping and handling). But NEA members can get a 10 percent discount by sending in a check or purchase order by April 30. (Previews for purchase consideration are available, too.)

To order your package, call or write: Select Media, 74 Varick St., #303, New York, NY 10013. (212) 431-8923.

Letters

The Other Side

I'm writing about the interview with Faye Wattleton ("Cool Woman, Hot Topic," March). Why is it that NEA is against censorship in the education of children, and yet presents only one person's views on "reproductive freedom."

Why don't we say what we really mean? Abortion has two sides. You chose to present one. I found no interview with a leading spokesperson on his/her views concerning the freedom of unborn children.

If we're going to talk about freedom, let's present both sides.

Melanie Leipprandt
Ionia, Michigan

Health Talk

I read with concern your cover story on the health insurance crisis ("Tough Choices," February). The section headed "One Local's Choice" suggests that taking fringe benefit monies as cash is a good idea, without even cautioning teachers that it creates adverse selection and destroys the risk pool.

Because of the seriousness of this topic, promoting one local's solution to the cost of health premiums carries with it the responsibility to present the negative side, too.

My Association also once thought it was a good idea to permit teachers to take a cash option. We incurred incredible problems resulting in a terrible health package and great animosity among teachers when we were forced to eliminate it.

As a result, I get hysterical whenever other Associations' decisions—such as this one—are promoted in isolation without the negative effects being stated, too.

If only someone had warned us.

Carol Halbach
Costa Mesa, California

Ed Note: The Glendale, Arizona, example you cite showed the negative publicity an Association affiliate suffered when it negotiated a cash option. The example was not intended as an endorsement of the cash-option approach. Thanks for providing other reasons why cash options aren't a good idea.

It was with a significant dose of irony that I received my February issue of *NEA Today* with its headline Tough Choices and the accompanying articles describing the health care crisis in our nation.

I was, you see, at my keyboard firing off letters to my state legislators imploring them to replace the schools of health and human performance at our state universities recently eliminated in proposed cuts to the Oregon State System of Higher Education.

For two decades health and physical educators have seen programs that promote student wellness reduced and/or eliminated, the result of fiscal crisis and shifts in priorities. The Data Bank information on page 10 indicates as much. Each day the "average" student in grades K-3 spends 77 minutes with reading, 43 minutes with math, 18 minutes with social studies, and 18 minutes with science.

Students in this age group participate in physical education only 3 times a week, an average of 15 minutes per day.

What message does this send to children? Should we believe they may value their wellness less because we seem to value it less? Could this situation be contributing to the ever-increasing, health-related dysfunction exhibited by our youth?

Illiteracy in this country costs us in the neighborhood of $20 billion dollars a year in lost GNP. I'm convinced the schools and the teachers of this nation, given sufficient resources and support, will significantly reduce this problem as we approach the year 2000.

Will we, however, ever recognize the contribution we should be making in reducing a national health care crisis that costs us more than thirty times as much as illiteracy? Will we, as a profession, recognize the need for greater wellness education as an investment in preventing these spiraling health care costs? I hope so, and I hope it's sooner rather than later.

Don Zehrung
Beaverton, Oregon

After reading the interview with Uwe Reinhardt ("Critic of Health 'Uninsurance,'" February), plus related articles, I'm still in the dark.

If there are trade-offs that would make a Canadian-style system unacceptable here, I'd like to know of them. Otherwise I'd gladly trade our problems for those the Canadians face.

Reinhardt suggests three "fixes" for our current health insurance system: open enrollment, community rating, and an all-payer system.

Even if we succeeded in regulating private insurance to this extent and forced all employers to provide health insurance for all employees, we'd still be left with a two-tier system: private insurance for the "haves" and government-paid or subsidized programs for the "have-nots."

Several problems wouldn't be solved by such a system. One is the tendency to underfund the lower tier. It is remarkably easy to ignore the problems with Medicaid, Medicare, and countless other state programs designed to fill the cracks created by the private insurance industry.

You mentioned Canadians who come to the U.S. to buy an MRI scan. You didn't mention the glut of MRI's in Seattle (15), the city with the second highest Black infant mortality rate in the U.S. We have precious little say in how our health care dollars are spent.

Unless Reinhardt proposes to mandate a single set of benefits for all employers, an employment-based system would still create cracks for people to fall through.

For example, in an attempt to make health insurance affordable to small employers, Washington State recently removed all mandated benefits for groups of fewer than 25 employees. Although the stripped-down plans cost less, they also cover less.

Furthermore, even though an all-payer system might have enough clout to set uniform doctor and hospital fees, there would still be no effective controls on utilization, no public policy to direct dollars into cost-effective preventive care rather than high-tech treatment, and we'd still be paying for the marketing and administration costs of 1,500 health insurance companies. In effect, we'd have no control on the total cost of health care.

Grace Popoff
Seattle, Washington

Ready To Roll

I'm interested in the article about Jeff Golub of Seattle and the bulletin board system he began for his high school and community (People, February).

If you could supply it, I'd like the street address of Seattle's Shorecrest High School so I can write Golub and ask about the details of his BBS.

I'm considering initiating one in Stamford where I teach. What a fantastic idea!

David E. Gaffney
Stamford, CT

Ed Note: That address is Shorecrest High School, 15343 25th Ave. N.E., Seattle, WA 98115.

Folger's Boycott

A recent letter objected to the NEA-sponsored boycott of Folger's coffee because a group of Catholic bishops and a U.S. Government-sponsored union in El Salvador have spoken out against it.

Other unions in El Salvador, including ANDES—the country's largest teacher's union—support the boycott and urge U.S. citizens to do everything we can to stop all aid to the Salvadoran government.

The National Union of Workers and Peasants, named in the letter, was organized in 1986 by the AFL-CIO, with funds from the American Institute for Free Labor Development (AIFLD), a quasi-private group that receives funds from the U.S. government and cooperates with the CIA in developing countries.

This organizing was an effort to undermine the National Union of Salvadoran Workers (UNTS), a large and active union of laborers and farm workers firmly in support of the Folger's coffee boycott as a way of stemming the flow of funds that help fuel the El Salvadoran government's military economy.

On January 12, George Bush quietly restored full military aid to El Salvador. This makes the coffee boycott even more important as a tangible way to put pressure on a government that routinely tortures and kills our fellow teachers and other unionists in El Salvador.

Mary Alice Herbert
Putney, Vermont

Circus, Circus

A recent letter (March) voiced displeasure that your paper was promoting animal exploitation by carrying an ad for circus teaching material.

Being well acquainted with circuses and their animals, I refute the contention that circuses neglect and mistreat animals. Quite the opposite is true. Circus animals are well cared for and hardly neglected.

The term "exploitation" is one used by the PETA (People for the Ethical Treatment of Animals) group that the writer refers to in her letter. Exploitation, to this group, is the use of animals for food, for entertainment, for research, and for their own survival.

I suggest that before people use any of the material published by this group, they do some research on the group and what it stands for. I think they might find that the children exposed to this material are the exploited ones.

Robert Kitchem
Portsmouth, Rhode Island

More Food for Thought

Mattie Anderson and Bruce Baker make some important points ("Does Fast Food Slow Learning?," February).

I would like to point out that it's not work but the abuse of work that's the problem. Most of the studies that are cited to prove that students should not work point out that students are working late into the night, and consequently their school work suffers.

What's the solution? In California, most working minors are required to be enrolled in school and to have work permits in order to hold a paying job. The work permit is issued by a designated teacher or counselor at the student's school. In most schools, the issuing authority is the work experience teacher/coordinator.

It's important to note that under the California law, the issuing authority of the permit may designate hours less than those allowed by law, if there is reason. For example, if Johnnie's grades are low or his attendance poor, the work experience teacher in consultation with counselors, parents, etc., may designate on the permit fewer hours than the law allows. The teacher may even deny the permit.

Employers in California who hire minors without permits or at hours in excess of the permit limitations can receive heavy fines.

In defense of fast foods, the major chains have usually complied with the law. Employer compliance is not perfect, but the work permit law is a good tool for education and should be implemented by states throughout the U.S.

James DeLoach
Stockton, California

Social Responsibility

I have read through each issue of the NEA newspaper in the 15 years that I have been an NEA member. I think perhaps it's time to tell you something about social responsibility.

The most glaring deficiency in our society today is not lack of money for education, lack of gun control, people who oppose Halloween, homophobia, or sexism.

The most glaring deficiency is that we have people within our midst, especially in our cities, who lack the basic human necessities: food, clothing, and shelter.

I find it incredible that we read about and wring our hands over the people who live in cardboard boxes in El Salvador and ignore those within our midst who would love to have a cardboard box in live in.

Have teachers adopted a "yuppie" mentality?

The NEA and its members constitute one of the largest financial resources in the nation. And, undoubtedly, NEA is the largest body of educators. I'm not sure exactly what the NEA could or should do about this problem, but I know that lobbying for one more government program isn't the answer.

We need informed people who care and who have some resources. We need to inform our students that the problem exists and that it's our responsibility to do something to help those less fortunate.

If we don't care about those around us, what business do we have wringing our hands over those in El Salvador or Ethiopia?

Tim Morrill
Pelham, New Hampshire

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Mail excess labels to: *NEA Today*, Attn: Extra Issues, 1201 16th St. N.W., Washington, DC 20036.

Debate

Should Schools Offer An Afrocentric Curriculum?

YES

Pat Browne, an Association activist, has taught in the Indianapolis Public Schools for the past 29 years. She's currently on special assignment to coordinate development, implementation, and staff training for the school system's African American History curriculum.

NO

Ronald Watson has taught U.S. history at Roger B. Taney Middle School in Prince George's County (metropolitan Washington D.C.), Maryland, for 25 years. He's a former member of the Board of Directors of the Maryland State Teachers Association.

Like most innovations in schools, the Afrocentric curriculum was developed to address a problem. Read these perceptions my students have voiced, and you'll see the problem.

"Are there really streets and buildings in Africa?"

"I thought Egypt was a Middle-Eastern country, not an African one."

"We learned that the ancient Egyptian rulers were white."

"Is it true that in Africa people swing through the trees?"

"Our African-American history starts with slavery."

"We only talk about Black people in February."

"I don't like to be called African American because there isn't anything good about being from Africa."

The problem is that African Americans receive a sadly distorted view of their culture when they're instructed in a traditional Eurocentric curriculum.

I believe that if we're to teach the truth to children, it's necessary for us to reexamine the story of the world as told from the Eurocentric viewpoint. Yes, I'm an advocate of the Afrocentric movement, but it's important to understand that this movement is about more than a curriculum.

I'm talking about a sound educational program that calls for the infusion of accurate and relevant information and resources about Africa throughout the total curriculum, in every grade level including higher education, and in the development of basic skills and higher order thinking.

I refer to such information as:

Egypt was an African civilization.

Africa is the cradle of civilization and the birthplace of early and modern humankind.

Africa once held a position of world teacher—including teacher of the Western world.

The Afrocentric movement calls for the development of an African-centered curriculum plan, particularly in school systems with large numbers of African-American students, although the information would benefit all students.

Such a plan should be considered for implementation in major school districts, because the numbers of African-American students will continue to increase. The Indianapolis Public Schools adopted such a program in 1979.

The desired educational goal is, of course, the infusion of the truth about all cultures now ignored in the textbooks and curriculum. But we find it difficult to wait for this to just happen, considering that it hasn't happened in the past.

We shouldn't forget that the concept of multicultural education has been on the agenda for quite some time now. Yet have we seen major changes in the textbooks?

I believe the problem also lies with the interpretation of what true multicultural education requires.

It requires a change in the basic goals, structure, and content of the curriculum so that students can view the world from the perspective of diverse cultural, ethnic, and racial groups.

At the same time, the curriculum can serve as a mirror for all students and give them a balanced view of world civilization and the development of U.S. culture and society. And it will let students know that their ancestors were valuable contributors in the development of world civilization.

We also shouldn't forget that for at least the last 200 years, the history and culture of Africa have been studied and documented by Egyptologists and scholars, notably Africans and African Americans.

Could it be that their extensive work hasn't been recognized because the people who promote the curriculum of exclusion are the same people who select the "great books of the Western world"?

These books serve as the guideposts for the maintenance of the Eurocentric values, history, and philosophy that permeate our textbooks and limit our children's minds.

An Afrocentric curriculum is a divisive, zero-sum initiative. It's not a sophisticated study of culture but rather a kind of hero history—Black History Month all year long.

Proponents of Afrocentrism would have us believe that this approach highlights the cultural unity of Africans throughout the world. Anyone who knows about Africa understands that there is no single African culture from which African Americans are descended.

No educated Afro-American who's lived half a century was taught about his culture in the urban public school setting. We learned of our beginnings from the church—and Preacher Sweet Daddy Grace—the Christian Street YMCA, The Marian Anderson Recreation Center, the *Afro* newspaper, and historically Black colleges like Cheyney State College in Pennsylvania.

Today the pendulum has swung the other way and we're seizing the opportunity to turn the entire curriculum into an African-American consciousness-raising experience.

But the assumption that African-American children, with only the vaguest notions of their African ancestry, can be imbued more easily with African culture than with the American culture to which they're daily exposed is nonsense.

Afrocentric curriculums have become a political football (the politics of appeasement) in predominantly African-American communities.

Afrocentric curriculums predominate in large school districts with majority African-American students and severe budget problems, concomitant violence, self-serving politicians, a school superintendent with his back against the wall, communities bellowing for better education, teachers with low morale, and students at-risk with low self-esteem.

If we really want to influence the politics of Black achievement, we must prepare our youth to compete in a multicultural society that measures knowledge by *academic* rather than political indicators. After all, SAT questions aren't based on an Afrocentric curriculum; why should our classrooms be?

The only sensible alternative is the true celebration of America—a multicultural approach to education.

Multicultural texts represent a de-parture from traditional texts' systematic and pervasive defamation of not only Africans, but Asians, Hispanics, and Native Americans. A good multicultural curriculum seeks to correct the miseducation propagated by the European history canon.

Multiculturalism gives us a holistic, pluralistic approach—a good-faith effort by a school system to recognize each child's culture.

Students learn what it means to bow in oriental cultures, why people in some cultures don't look you in the eye, why certain cultures honor the family more than others, what role immigrants played in the settling of America, where the first ghetto was created, and so forth.

Unfortunately, no mainstream textbook manufacturer has published a multicultural text that handles the subject matter in a fair and unbiased way.

That's why we rely on Portland, Oregon's 24-unit *Baseline Essays*, which is, in fact, an Afrocentric curriculum that we modify to fit our needs. And that's why we've formed—and received budget approval from our school board for—a textbook review committee representing our school, local businesses, local colleges, and the community.

Not only do we review multicultural textbooks, we've rewritten the Afrocentric curriculum so that it's a curriculum that doesn't exclude anybody and becomes appropriate for our classrooms.

A multicultural education will give all students opportunities to see themselves in the curriculum in positive ways, and on a continuing basis. These students discover how to become more competent in the culture in which they have to compete and achieve—as they learn not to mirror the false image of white superiority.

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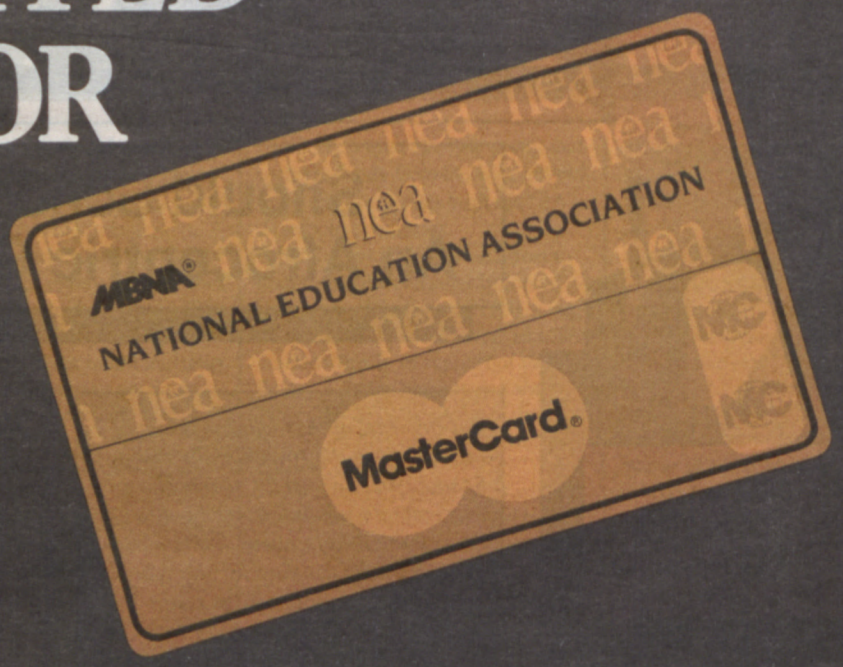

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